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ABSTRACT

This bibliography has been compiled in the hope that it will provide a list of references for educators asking the question: "Is there a relationship between self-concept and academic achievement, and if so, what is the nature of this relationship?" The selections are from information listed in the ERIC system for the period 1971 through 1972, which includes document citations from the January 1971 (Volume 6, Number 1) through December 1972 (Volume 7, Number 12) issues of "Research in Education," the monthly abstract journal of the ERIC system, unless otherwise specified. Journal articles are not available through the ERIC system, but may be read in local libraries, and college or university libraries. A majority of the citations deal with studies conducted to examine the relationship between self concept and the academic performance of representatives from one or more ethnic groups, sometimes in relation to and sometimes independent of what has been termed the "dominant culture." The citations have been indexed to help researchers locate information dealing with particular subjects. Each number following the subject heading refers to the number of a citation. Each citation is followed by an abstract. Journal article citations are accompanied by subject headings, and in some cases by brief annotations. (Author/JM)

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SELF-CONCEPT
AN ANNOTATED BIBLIOGRAPHY
OF SELECTED ERIC REFERENCES

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UD 013556

ERIC INFORMATION RETRIEVAL CENTER ON THE DISADVANTAGED

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Table of Contents

Introduction	iii
Availability Statement	v
Index	vi
Bibliography	1

Introduction

Current literature on the educational process dealing with curriculum development, the student-teacher relationship, and learning has increasingly focused on self concept and its relationship to academic achievement. However, in educational as well as psychological and sociological circles, the precise definition of self concept has never been agreed upon. In fact, the term self concept has not been used consistently in the literature (as will be witnessed in this bibliography). Terms such as self, self-presentation, self-evaluation, self-estimate, identity, self-awareness, self-perception, self-image, self actualization, phenomenal self, self-esteem, to name a few, are also found. What all of these terms hold in common is the experiential phenomena which they describe. Namely, the factors contributing to and the way in which an individual perceives himself in relation to the world and his behavior in that world. This has consequences for educators and the process of educating.

This bibliography has been compiled in the hope that it will provide a list of references for educators asking the question: "Is there a relationship between self-concept and academic achievement, and if so, what is the nature of this relationship?" The selections are from information listed in the ERIC system for the period 1971 through 1972, which includes document citations from the January 1971 (Volume 6, Number 1) through December 1972 (Volume 7, Number 12) issues of Research in Education, the monthly abstract journal of the ERIC system (see Availability Statement on page v), unless otherwise specified. Journal articles are not available through the ERIC system, but may be read in local public libraries, college or university libraries.

The literature cited herein is both theoretical and practical; however, a majority of the citations deal with studies conducted to examine the relationship between self concept and the academic performance of representatives from one or more ethnic groups, sometimes in relation to and sometimes independent of what has been termed the "dominant culture." The citations have been indexed (see page vi for Index) to help researchers locate information dealing with particular subjects. Each number following the subject heading refers to the number of a citation. Regarding the citations themselves, each is followed by an abstract. Journal article citations are accompanied by subject headings, which help clarify the titles and contents of the articles, and in some cases by brief annotations.

Since the scope of some subject headings may be ambiguous, a few words of clarification are in order. The term cross-cultural can mean a comparison between two or more national groups, or a comparison between two or more cultural groups

within one nation. (The latter, for example, is the case in citation 48, where several American Indian groups are discussed in relation to the white culture.) However, in most cases, cross-cultural has been used sparingly to refer to a comparison between two or more national groups. The subject attitudes may refer to attitudes of teachers, students, parents, etc. Behavior has been used generically to refer to the manner in which a person behaves in reacting to social stimuli or to an inner need.

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Index*

Academic Achievement

2, 8, 9, 15, 20, 21, 25, 26, 34, 46, 48, 49, 54, 56, 62, 66, 70, 72, 79, 81, 82, 83, 84, 89, 104, 105, 107, 125, 131, 137, 144, 152, 155, 157, 160, 162, 172, 177, 184, 192, 202, 205, 208, 232, 234, 240

Adolescents

1, 9, 23, 32, 33, 36, 45, 54, 79, 83, 104, 110, 112, 120, 130, 147, 155, 163, 166, 167, 173, 174, 185, 191, 199, 202, 203, 204, 208, 212, 220, 221, 222, 232, 238

American Indians

32, 34, 42, 47, 48, 49, 56, 61, 75, 104, 128, 163, 206, 208, 222, 242, 247

Attitudes

2, 3, 9, 11, 16, 17, 23, 30, 33, 42, 43, 46, 47, 48, 49, 50, 52, 56, 58, 61, 67, 70, 78, 81, 83, 84, 85, 98, 100, 102, 107, 119, 121, 131, 132, 133, 137, 141, 145, 146, 153, 155, 156, 157, 162, 164, 165, 168, 171, 173, 181, 184, 189, 191, 192, 193, 196, 197, 203, 205, 208, 209, 213, 220, 226, 237

Behavior

10, 15, 31, 57, 60, 61, 65, 67, 82, 119, 122, 124, 143, 148, 157, 158, 166, 169, 179, 180, 183, 192, 214, 216, 218, 219, 224

Audiovisual Aids

10, 180

Bilingual Education

34, 35, 96, 123, 246

Blacks

11, 13, 15, 23, 32, 33, 36, 38, 43, 61, 76, 85, 100, 118, 119, 120, 132, 141, 145, 146, 155, 159, 160, 171, 172, 173, 174, 178, 185, 187, 191, 192, 196, 197, 203, 206, 220, 222, 223, 237, 247

* By citation number

Feedback

6, 10, 12, 95, 165, 180, 182, 219

Females

1, 6, 16, 19, 22, 58, 116, 127, 130, 139, 151, 179, 212

High School Students

9, 32, 33, 132, 136, 166, 167, 174, 199, 202, 203, 204, 208, 220, 221, 232

Identity (Psychological)

13, 19, 22, 27, 33, 60, 69, 94, 139, 141, 159, 162, 170, 175, 188, 197, 212, 230, 240

Intelligence

8, 13, 26, 56, 70, 83, 89, 154, 177, 232

Junior High School Students

23, 45, 54, 79, 117, 131, 140, 155, 173, 187, 222, 226, 230, 239

Mexican Americans

32, 35, 61, 75, 96, 107, 123, 136, 162, 178, 188, 206, 222

Peer Groups

78, 112, 120, 172, 215

Personality (Theories)

12, 19, 27, 43, 44, 47, 57, 93, 97, 99, 130, 138, 147, 152, 163, 179, 190, 200

Puerto Ricans

133, 137, 203, 206, 247

Racial Differences

15, 32, 33, 36, 155, 209

Racial Discrimination

11, 13, 14, 15, 169, 244

Reading

5, 38, 51, 77, 81, 82, 96, 107, 115, 194, 206, 245

Role Theory

7, 16, 19, 22, 58, 60, 69, 80, 127, 141, 153, 159, 182

Sex Differences

1, 2, 9, 12, 19, 22, 26, 33, 61, 63, 64, 69, 76, 81, 94, 100, 104, 131, 136, 139, 163, 179, 190, 222, 224, 236

Social Studies

4, 55, 75

Socioeconomic Status

15, 17, 18, 23, 56, 70, 104, 130, 136, 171, 176, 202, 203, 208, 220, 225, 226, 227, 228, 232

Student Teacher Relationships

3, 21, 46, 68, 70, 72, 78, 82, 95, 119, 157, 167, 177

Tests

3, 12, 20, 27, 28, 29, 37, 39, 48, 49, 54, 72, 78, 83, 109, 121, 149, 154, 164, 178, 179, 186, 187, 190, 203, 204, 215, 232, 233

1. Adams, Paul L. Late Sexual Maturation in Girls. Medical Aspects of Human Sexuality, 6 (3): 50-75, March 1972.

Sexuality, Maturation, Females, Adolescents, Physical Development, Developmental Psychology, Psychological Characteristics.

The delay of sexual maturation causes emotional difficulty. The girl doubts her worth and exhibits uncertainty about herself. This paper describes sexual maturation from the standpoint of sociocultural and biological factors, and offers suggestions for management of young girls with delayed sexual maturation.

2. Alberti, Jean M. Correlates of Self-Perception In School. Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971. February 1971. 9p. ED 048 336 (MF-$0.65; HC-$3.29).

This research assessed the relationship between the Self Perception in School (SPS) inventory and academic achievement, school behavior, and popularity of 656 primary-grade children in a suburban district. SPS was found to be significantly correlated with teachers' ratings of children's behavior and with reading achievement for four of the six grade x sex combinations and for the three total [grade] groups; with arithmetic achievement only for boys and for the total groups; but was uncorrelated with a sociometric measure of popularity except for Grade 3 girls and the total Grade 1 and 3 groups. Significant sex and grade effects in mean SPS scores were found. Significant sex effects and a trend toward grade effect in behavior ratings was also observed. Possible explanations for the obtained results are suggested and research needs are pointed out.

3. Alberti, Jean M. Self Perception in School. Paper presented to the Northeastern Educational Research Association at Grossinger, New York, November 1970. November 1970. 9p. ED 048 379 (MF-$0.65; $3.29).

The purpose of this research was to develop and validate a self-report, group-administered, non-verbal inventory to measure Self Perception in School (SPS) among primary grade children. Inventory items were based on Sarbin's Role Theory. Since role may be studied in terms of the actions expected of an occupant of that position, the role of student was defined as those behaviors teachers expect of students. From this universe, a set of items was devised. Three pilot studies were conducted. The final version of the inventory uses 19 cartoon-like drawings in transparency form (dichotomous presentation and responses) to probe an equal number of behaviors. In the major study, the Self Perception in School (SPS) inventory was administered to a sample of 656 first, second, and third graders in two

schools of a white middle-class suburban system. It was concluded that: (1) the SPS inventory is a reliable, valid, inexpensive, non-verbal measure of the construct at the primary level; (2) the structure of the "self" is not unidimensional; (3) the SPS is significantly related, at the primary level, to teachers' ratings of children's behavior and to reading and arithmetic achievement; (4) girls have a more positive self perception in school than boys at the primary level; and (5) while the mean SPS of girls is relatively similar across grades, the mean SPS of boys consistently decreases from grade one through grade three. Means, standard deviations, and reliabilities are listed.

4. Allen, Charles L. and Burke, Marguerite V. Project Canada West. Identity in a Canadian Urban Community. Edmonton (Alberta), Canada, Western Curriculum Project on Canada Studies, June 1971. 156p. ED 055 011 (MF-$0.65; HC-$6.58).

The overall objective of this project is to develop an interdisciplinary social science curriculum to encourage elementary school children to view, in an historical perspective, the emergence of a Canadian identity and its relationship to continuing Canadian concerns; and, to examine his own identity and values, the identity of others, and his relationship with others in society. The child is challenged to develop an understanding of Canadian society which is pluralistic, economically and strategically exposed, divided regionally, and rapidly becoming urbanized. Contact experience with the inquiry approach should help the student to define social issues, select and implement appropriate modes of inquiry, interpret data, and propose solutions. The basis for the curriculum development is Dr. T. Aoki's Curriculum and Instructional Design Model. The development system is based on the cultural content consisting of disciplined knowledge, or John I. Goodlad's funded knowledge, and non-disciplined knowledge referring to value concepts adopted by a society as described by Goodlad's conventional wisdom. The authors have attempted to identify the major Canadian values and outline them in a conceptual framework. An Intended Learning Outcome matrix is also described. Examples of sequential learning experiences are given, including interviews and field trips, and the "Wilson Retirement Plan" simulation game is explained and evaluated.

5. Andrews, R. J. The Self-Concepts of Good and Poor Readers. Slow Learning Child, 18 (3): 160-166, November 1971.

Exceptional Child Research, Reading Difficulty, Reading Ability, Emotional Problems.

6. Archibald, W. Peter and Cohen, Ronald L. Self-Presentation, Embarrassment, and Facework as a Function of Self-Evaluation, Conditions of Self-Presentation, and Feedback from Others. Journal of Personality and Social Psychology, 20 (3): 287-297, December 1971.

Self Evaluation, Self Esteem, Feedback, Interaction Process, Reactive Behavior.

7. Avila, Donald and Purkey, William. Self-theory and Behaviorism: A Rapprochement. Psychology in the Schools, 9 (2): 124-129, April 1972.

Educational Psychology, Behavioral Science Research, Behavior Change, Helping Relationship.

The authors believe that the future of psychology lies in a unification of enhancement and reinforcement, not in the wasted energy of continued conflict.

8. Bailey, Roger C. and Shaw, William R. Direction of Self-Estimate of Ability and College-Related Criteria. Psychological Reports, 29 (3): 959-964, December 1971.

Self Evaluation, Rating Scales, College Students, Academic Ability.

9. Bakan, Rita. Academic Performance and Self-Concept as a Function of Achievement-Variability. Journal of Educational Measurement, 8 (4): 317-319, Winter 1971.

Academic Performance, Academic Achievement, Grades (Scholastic), High School Students.

10. Baker, Harry P. Film and Video Tape Feedback: A Review of the Literature. Austin, University of Texas, Research and Development Center for Teacher Education. Report Series No. 53. November 1970. 77p. ED 052 159 (MF-$0.65; HC-$3.29).

This review is concerned with self-confrontation counseling, which is defined as facing a subject with inconsistencies in his motivations or evasions. Such counseling involves two elements: the playback to a subject of his videotaped activity to allow him to view himself as others view him, and feedback to the subject in

relation to the videotape. This reinforcement process is considered by many to be the single most important concept in understanding the learning process and an important variable in producing change. It is essential for the counselor to highlight important elements of the feedback process by means of supervisory conferences or critiques. Many of the studies examined involve dissonance theory, that is, the psychological tension when the self image and the recorded behavior are not in agreement. Self-confrontation can lead to behavior change by bringing the subject to a better understanding of his real self, provided that the message received is not seen as too threatening. Individual personality differences affect the self-confrontation experience. This document examines research studies which indicate that subjects with high and low self concepts tend to act in accordance with their self concept. A low self concept reduces the probability of experiencing dissonance between present behavior and future valued goals. There is a bibliography of 147 items.

11. Baker, Ross K., Ed. The Afro-American Readings. 1970. 471p. ED 052 276. (Available from Van Nostrand Reinhold Co., 450 West 33 Street, New York, N. Y. 10001. $6.50).

The aim of this reader is to explore the relevance of the Afro-American relationship to the cultural identity, self-concept, and social and political cohesion of the black communities of North America. Selections touch not only upon the contemporary upsurge of interest in things African, but also upon the relationships between a group of Americans and their origin, and the effects and consequences of this relationship. The first five chapters deal with African and African-American history, and the last three deal with the contemporary outlook of Africans and African-Americans. Both primary and secondary source materials are used; these facilitate both the evaluation of writings contemporaneous to particular historical problems and the gains reached by the benefit of increments in knowledge and historical perspective.

12. Balance, William D. G. and Others. Acceptance of Trait-Descriptive vs. "Medical Model" Oriented Feedback Statements. Psychological Reports, 29 (2): 539-544, October 1971.

Personality Theories, Feedback, Sex Differences, Personality Tests.

13. Banks, James A. and Grambs, Jean Dresden, Eds. Black Self-Concept: Implications for Education and Social Science. 1972. 252p. ED 063 437. (Available from McGraw-Hill Book Co., Inc., New York, N. Y.)

Contents of this book include: (1) biographical sketches of the contributors; (2) an introduction to the readings by James A. Banks and Jean Dresden Grambs; and, the following articles: (3) "The World through Mark's Eyes," Cynthia Shepard; (4) "Racial prejudice and the black self-concept," James A. Banks; (5) "Black youth and motivation," Alvin Poussaint and Carolyn Atkinson; (6) "Political socialization of blacks: implications for self and society," Bradury Seasholes; (7) "Enhancing the black self-concept through literature," Nancy L. Arnes; (8) "Institutional racism: the crucible of black identity," Barbara A. Sizemore; and, (9) "Negro self-concept reappraised," Jean Dresden Grambs.

14. Bary, Roger M. Education for Cultural Awareness. Bulletin Series in School Desegregation. Riverside, Calif., University of California, Western Regional School Desegregation Projects, June 1971. 33p. ED 056 153. (MF-$0.65; HC-$3.29)

In discussing cultural awareness, this report points out the needs for teacher education in this area. The report questions the utility of the melting-pot image for America; it expresses the belief that ethnic, racial, and cultural differences do exist, and that educators ought to recognize, value, and reward these differences. The multi-ethnic or pluralistic model is proposed as a more relevant educational model for the 1970's. Work in training teachers in this area is described.

15. Baughman, E. Earl. Black Americans: A Psychological Analysis. 1971. 129p. ED 051 341. (Available from Academic Press, Inc., 111 Fifth Avenue, New York, N. Y. $2.95)

Contents of this book include: (1) The Concept of Race--Black, Negro, Afro-American, Colored?; Social versus Biological Definitions of Race; and, Confounding Race and Social Class; (2) Intelligence--Black-White Differences in IQ: age and sex differences, the genetic explanation, the environmental explanation, family correlates of IQ, and a personal view; stability of the IQ: measurement errors, change in IQ among young black children under natural conditions, attempts to produce IQ gains, and correlates of IQ change; and, Primary Mental Abilities; (3) Scholastic Performance--race, sex, and age differences; scholastic performance and IQ level; family correlates of scholastic performance; the effects of school desegregation; teachers' expectations; and, teachers' views of their children; (4) Self-Esteem--The Traditional View; A Reconsideration of the Traditional View; and, Three Empirical Studies; (5) Rage and Aggression--Channeling

Black Aggression (Hortense Powdermaker); Is the Black More Aggressive than the White; and, Two Empirical Studies; (6) Psychopathology--The Incidence of Behavioral Disturbances among Blacks; The Significance of the White Man's Perspective; and, Treatment; (7) Socialization and the Family--Origins of Black Families: A Post-Slavery Phenomenon; Family Structure; and, Socialization Techniques; and, (8) Leadership and Education.

16. Baumrind, Diana. From Each According to Her Ability. School Review, 80 (2): 161-198, February 1972.

This article examines possible sources of instrumental incompetence in women, including their views of themselves as victims rather than as active agents responsible for their own destiny. Reviews research findings in socialization practices and their effects upon children. Women should value instrumental competence rather than being content with expressive competence.

17. Bernstein, Martin E. and DiVesta, Francis J. The Formation and Reversal of an Attitude as Functions of Assumed Self-Concept, Race, and Socioeconomic Class. Child Development, 42 (5): 1417-1431, November 1971.

Attitudes, Bias, Racial Attitudes, Socioeconomic Influences.

18. Berreman, Gerald D. Self, Situation and Escape from Stigmatized Ethnic Identity. November 1971. 14p. ED 058 344 (MF-$0.65; HC-$3.29).

Anyone familiar with current internal political problems in India cannot remain sanguine about the passivity of her oppressed ethnic minorities, be they defined by caste, religion, or heritage; nor can anyone be, who looks at the long history of religious conversion and reform in India, for every success along these lines in the past 2500 years has depended largely upon the promise of ethnic emancipation. A survey of case histories of low caste households and villages lead to the following conclusions. Stigmatized ethnic identity is experienced as oppression. It is a human day-by-day experience of degradation and exploitation, not simply an abstract concept. People resent that identity and that experience regardless of the rationalizations offered for it. People continually attempt to resist, escape, alleviate, or change that identity and that experience, even in the most unlikely circumstances--including the remote villages and urban slums of India. No account of ethnic stratification of stigmatized identity makes sense if it does not respond to these facts. How people respond to stigmatized ethnic identity depends upon their definitions of themselves, others, and the situations in which they

interact. Not consensus on the legitimacy of systems of oppression but agreement on who has the power, and when and under what circumstances and with what effect it is likely to be used, enables them to continue. [This document has been reproduced from the best copy available.]

19. Bieliauskas J. and Mikesell, Richard H. Masculinity--Feminity and Self-Concept. Perceptual and Motor Skills, 34 (1): 163-167, February 1972.

Sex Differences, Identification (Psychological), Role Theory, and College Students.

20. Boshier, Roger. The Effect of Academic Failure on Self-Concept and Maladjustment Indices. Journal of Educational Research, 65 (8): 347-351, April 1972.

Defensiveness was the major reaction of students subjected to failure on an important examination; their self ideal-self discrepancy scores changed in a downward direction after they were given papers containing failing marks.

21. Brown, Edward E. Self Concept and Student Success. Illinois Career Education Journal, 29 (1): 27-29, Fall 1971.

Achievement, Teacher Role, Students, Student Opinion.

Since research indicates a positive relationship between self concept and student success, the teacher has an important role in enhancing the student's concept of self.

22. Burton, Roger. Cross-Sex Identity in Barbados. Developmental Psychology, 6 (3): 365-374, May 1972.

Identification (Psychological), Role Theory, Sex (Characteristics), Cultural Factors, One Parent Family, Status Need, Parent Child Relationship.

Evidence suggests that both conflict of cross-sex identity and consistency of feminine identification occur in father absent males in the Caribbean culture.

23. Caliguri, Joseph F. and Others. Black Power Attitudes Among Students in a Black Junior High School. Kansas City, University of Missouri, Center for the Study of Metropolitan Problems in Education. February 1970. 32p. ED 045 773 (MF-$0.65; $3.29)

The intent of this study is to determine what the concept "Black Power" means to black junior high school students, and to learn about the way in which such attitudes are being formed. A questionnaire was developed and pilot-tested with black students in Kansas City, Missouri. After pilot-testing indicated that most students of that age could understand and respond to the eight items on black power, a number of questions and items designed to obtain background information on respondents as well as information on social attitudes and self concept were added. The final questionnaire was administered to 149 seventh and eighth grade students. The findings concerning social class and sex differences in attitudes toward black power and related matters indicate that background variables do have some important effects on these attitudes. In addition, only a very small percentage of the students questioned attach a specific meaning to black power, or define it in a manner which indicates inclusion of politics or economics. It is suggested that discussion and study of black power might be profitable in junior high and secondary schools.

24. Camp, Janet and Wilkerson, Peggy. All About Me. Unit 1 Curriculum Guide. Nashville, Tenn., George Peabody College for Teachers, Demonstration and Research Center for Early Education. 1970. 110p. ED 053 789 (MF-$0.65; HC-$6.58)

This curriculum guide presents a 2- or 3-week unit concerned with the individual child and his relationships with members of the classroom social group. One in a series of resource units, this unit is placed first for several reasons: (1) its content is highly motivational; (2) it provides a meaningful context for acquainting children with each other; (3) it encourages the development of basic sensory skills; (4) it contributes to development of a positive self-concept; and (5) it is designed to review and extend previously developed concepts and skills. The content is ordered from the most simple to the most complex, enabling the teacher to terminate the unit at any point where the content becomes too complex or abstract for the children to grasp. Instructional materials and unit content should be adapted to reflect the physical characteristics of the different children in the classroom. Provided is a listing and explanation of each of the skills to be developed accompanied by suggested instructional activities. Instructional materials are listed with sources; and the appendix provides additional instructional aids.

25. Clifford, Margaret M. Children's Perception of Their Academic Ability and Achievement Accountability. Final Report. Iowa City, University of Iowa, July 1971. 15p. ED 056 350 (MF-$0.65; HC-$3.29).

The introductory discussion focuses on research which shows relationships between self-perception and school performance, and emphasizes especially a locus of control measurement scale developed to assess children's belief in internal vs. external control in academic situations exclusively. Internality is seen as constituting a motivational influence upon achievement performance. In this study, conducted with ninety-nine 4th, 5th and 6th graders, the author examined relationships between internality and performance on spelling, vocabulary and math tests in which subjects determined the levels of difficulty at which they worked. Correlation was controlled for IQ and achievement. At each grade level, internality showed a significant positive correlation with performance. For boys, this relationship was stronger than that found between performance and IQ, while for girls IQ correlated more highly with performance than did internality.

26. Clifford, Margaret M. and Chary, T. Anne. The Relationship Between Children's Academic Performance and Achievement Accountability. Child Development, 43 (2): 647-655, June 1972.

The purpose of this study is to examine relationships between internality and achievement-related variables in a performance situation where students determine the difficulty level at which they desire to work.

27. Caller, Alan R. The Assessment of "Self-Concept" in Early Childhood Education. Revised Edition. Urbana, Ill., ERIC Clearinghouse on Early Childhood Education, July 1971. 93p. ED 057 910 (MF-$0.65; HC-$3.29).

This paper on self concepts of young children is divided into 3 parts. Part 1 reviews the extensive and confusing literature of self theory. Self concept is viewed as a generic construct composed of a number of evaluative and descriptive components, with phenomenal and nonphenomenal components viewed as part of the model. In the second part of the paper more than 50 currently available instruments purported to assess the self concept of young children are described and classified according to the subdivisions of 5 major assessment approaches. It is anticipated that the categorization schema of this paper will be useful in the management of any large quantity of test information. Suggestions are made to indicate which testing approaches deserve further scrutiny. Part 3 included observations and suggestions: (1) Although no definition has been widely accepted, self concept must be operationally defined as that construct or set thereof assessed by the set of self concept instruments. (2) It is inappropriate to attempt to validate a self concept measure

by simply comparing it with another such measure. (3) The bulk of currently available self concept tests is not likely to be of significant value to the educator concerned either with the development or modification of specific educational programs for young children.

28. Coller, Alan R. The Assessment of Self-Concept in Early Childhood Education. Urbana, Ill., ERIC Clearinghouse on Early Childhood Education, April 1971. 79p. ED 050 822 (MF-$0.65; HC-$3.29).

This paper (1) reviews the literature and examines historically some of the more important theoretical highlights that pertain to both self-as-subject and self-as-object definitions of self; (2) briefly describes and discusses the various assessment approaches designed to assess "self concept" in young children according to a specially developed classificatory schema; and (3) enumerates suggestions to aid the future evaluation of children in early childhood education programs. Extensive references are provided.

29. Coller, Alan R. and Guthrie, P. D. Self Concept Measures: An Annotated Bibliography. Princeton, N. J., Educational Testing Service, Head Start Test Collection. April 1971. 11p. ED 051 305 (MF-$0.65; HC-$3.29).

Twenty-seven instruments appropriate for measuring self-concept in children from the preschool level through the third grade are listed. Information concerning the purpose of the instrument, nature of the materials, groups for which it is intended, administration, scoring, interpretation, and standardization are included when available, together with the source from which the instrument may be obtained. The bibliography is seen as an initial screening device in the search for appropriate tests.

30. Conrad, John J. Perceptions of Juveniles in Correctional Institutions. Journal of the Association for the Study of Perception. 7 (1): 17-25, Spring 1972.

A study of the delinquent subculture in large institutions; neither history nor current recidivism rates confirm that any change in the attitudes and values which cause deviant behavioral manifestations take place as a result of purely negative experiences.

31. Cooper, Atha J. and Others. The Development of Behavior Control Competency in Preadolescence: A Case Vignette. People Watching, 1 (1): 32-36, Spring 1972.

The utility of a crisis intervention approach for helping preadolescents build competency in behavior control is demonstrated. The following dimensions are highlighted: immediacy of intervention, trust relationship, structural interventions, facilitating versus controlling, problem solving orientation, and mobilization of group membership sanctions.

32. Cooper, James G. Perception of Self and Others as a Function of Ethnic Group Membership. Albuquerque, University of New Mexico. September 1971. 12p. ED 057 965 (MF-$0.65; HC-$3.29).

The self-images of 407 Anglo American, 157 American Indian, 300 Mexican American, and 52 Negro rural high school students in New Mexico and Texas were compared in this study. Data from an 11-item semantic differential test were grouped in terms of 3 subsets: perceptions of self, feelings about school, and social variables. Although it had been expected that the study would reveal strong perceptions of self among the Anglo Americans and weak self-concepts among the ethnic minorities, the data revealed that each ethnic group saw itself in favorable light and saw the other groups less favorably. In the document, tables of means (by ethnic group) provide results of the bipolar-adjectives test. A list of participating schools is also included.

33. Cornwell, Henry G. Comparison of Changes in Self-Image of Black and White Students Kindergarten through High School. Final Report. November 1970. 116p. ED 051 308 (MF-$0.65; HC-$6.58).

A cross-sectional study of self-image and racial and sexual differences in self-attitude in a fully integrated public school system is reported. The subjects were all students in kindergarten, the 3rd, 6th, 9th and 12th grades. The instruments chosen for the study were the Self-Social Symbols Tasks, Gough Adjective Check List, Edwards Personal Preference Schedule, a form of the Semantic Differential, and a subjective paragraph describing present self and ideal self. The major findings are as follows: Over the range of grades measured there is no significant racial difference in self-esteem, but black self-esteem appears to be lower than that of whites at the 12th grade level. Female self-esteem tends to be higher than that of males. Blacks have less esteem for and tend to identify less with father, teacher, and friends than do whites. The teacher has relatively low esteem for and lack of identification with all subgroups. Black students show greater individuation and less social interest than whites. An abasement-succorance-aggression need pattern is observed at the 3 higher grade levels for all subgroups. Detailed findings,

including means, standard deviations, black/white comparisons, and male/female comparisons on all the scales of all the instruments, are provided. The study concludes with recommendations for remedial action.

34. Cottrell, Milford C. Bilingual Education in San Juan County, Utah: A Cross Cultural Emphasis. Paper presented at the American Educational Research Association Annual Convention, February 4-7, 1971, New York, N. Y. February 7, 1971. 25p. ED 047 855 (MF-$0.65; HC-$3.29).

An experimental bilingual program with a bicultural emphasis was initiated in 3 Utah schools: (1) to prevent retardation in academic areas by providing instruction in all subject matter areas in the native language of the child; (2) to build a positive self-image by providing lessons on the heritage of the Navajo people and by developing a bicultural approach in which teachers furnish models of successful cultural synthesis; (3) to develop closer communication and mutual understanding between parents and teachers; and (4) to develop a curriculum reflecting the needs of a people with a rich cultural heritage who are forced to make accommodations to the economics of another culture. Staff training was conducted under contract with Brigham Young University using pre-school and bi-monthly workshops. Students participating in the program ranged in age from 5 to 7 years and were in kindergarten or first grade. Curriculum content was that required by the district and state, with the exceptions of instruction in history and culture of Indians (with an emphasis on the Navajo) and the instruction of English as a second language. Program evaluation yielded the conclusions that: (1) the bilingual program was accepted with enthusiasm by parents; (2) children in bilingual classrooms were maintaining self-images as positive as Navajo children who had been more highly integrated into the Anglo culture; and (3) academic achievement of Navajo children in bilingual classrooms was equal to or greater than that of Navajo children living in or near Anglo communities.

35. Crespin, Benjamin J. Means of Facilitating Education Sought. Education, 92 (2): 36-37, November-December 1971.

Mexican Americans, Bilingual Education, Elementary School Students.

The bilingual, bicultural program at El Rancho Unified School District in California where students in Kindergarten through third grade are learning in two languages.

36. Dales, Ruth J. and Keller, James J. Self-Concept Scores Among Black and White Culturally Deprived Adolescent Males. Journal of Negro Education, 41 (1): 31-34, Winter 1972.

Negro Youth, Males, Adolescents.

37. Daniels, Lloyd K. and Stewart, James A. The Use of Verbal Self Reports with the Educable Mentally Retarded. Training School Bulletin, 68 (4): 212-216, February 1972.

Educable Mentally Handicapped, Vocational Adjustment, Parent Child Relationships, Mentally Handicapped, Test Interpretations, Testing Problems.

Examined were interrelationships between the variables of self concept, vocational adjustment, and parent child relations as related to educable mentally retarded males, ages 17-28 years.

38. Davis, Mavis Wormley. Black Images in Children's Literature: Revised Editions Needed. School Library Journal, 37-39, January 1972.

Childrens' Books, Negro Youth, Library Material Selection, Librarians.

The child's self-image is created in the early or formative years, and it is partly through books that this image is formed. The librarian who is responsible for selecting non-textbook materials is in a position to contribute much to the successful development of the ego of her young readers. (13 references)

39. Deschin, Celia S. They Can Communicate: Self-Image Evaluation. New York, N. Y., Service for the Handicapped. June 1970. 81p. ED 050 514 (MF-$0.65; HC-$3.29).

As part of a 2 year demonstration project to evaluate the effect on the mental health of physically handicapped children placed in organized group activities with their nonhandicapped peers, two research instruments were used. The monograph discusses one of the instruments, the Self-Image Evaluation. A synopsis of the project is provided, and a brief history of the Self-Image Evaluation is included. Use of the testing tool with handicapped and nonhandicapped children, children in foster home care, and in the children's integration study is reported. Illustrations of the use of the testing device taken from the demonstration project are also included. The test's applicability to social work practice, such as to show that children can communicate indirectly through no response to questions that are disturbing, and to suggest that it is important that what the child reveals through the test be obtained before too much credence be attached to the parent's presentation of the child's problem, is made.

40. Dinkmeyer, Don. Developing Understanding of Self and Others: Central to the Educational Process. People Watching, 1 (1): 12-16, Spring 1972.

Child Development, Affective Objectives, Individual Development, Psychoeducational Processes, Socialization, Maturation, Program.

The rationale for a program in Developing Understanding of Self and Others (DUSO) is presented. The program is concerned with helping the child become more aware of himself, others, and the nature of human development.

41. Dinkmeyer, Don. The School Administrator and Developmental Guidance: A Procedure for Personalizing Education. Contemporary Education, 43 (1): 7-11, October 1971.

Guidance Programs and Counseling, Administrator Role, and Elementary School Students.

42. Dodge, Marjorie T. Should Values Be Taught in the Classroom? Journal of American Indian Education, 11 (2): 15-17, January 1972.

American Indians, Cultural Awareness, Teacher Attitudes, Values.

43. Dolgin, Ann B. The Problem of a Lowered Self-Concept Among Negro Students. Kappa Delta Pi Record, 8 (3): 77-78, February 1972.

Personality, Personality Development, Negro Students, Discriminatory Attitudes (Social), Social Background, School Responsibility.

44. Dolliver, Robert H. and Anderson, Wayne P. Polarities, Perceptions and Problems. ETC: A Review of General Semantics, 28 (3): 9293-9301, September 1971.

Self Actualization, Psychology.

The individual perceives himself and the world around him in terms of poles or polarity. The authors define polarity and the different type of pole discriminations that people make.

45. Douglas, Leonard. 'Negro' Self-Concept: Myth or Reality? Integrated Education, 9 (6): 27-29, November-December 1971.

Reports a study of 260 eighth and ninth grade junior high school students in a racially integrated school in Detroit. Attempts to determine the nature and distribution of self concept among Negroes and Caucasians.

46. Doyle, Wayne J. Eight Days in September. Journal of the Association for the Study of Perception, 7 (1): 52-61, Spring 1972.

Discussed teacher and pupil attitudes in the classroom; "classroom interactions and the resulting sifting and sorting of pupils may have dysfunctional consequences for the development of social conditions conducive to learning."

47. Dreyer, Philip H. The Meaning and Validity of the "Phenomenal Self" for American Indian Students. Illinois, University of Chicago, The National Study of American Indian Education, Series III, No. 7. Final Report. August 1970. 22p. ED 044 212 (MF-$0.65; HC-$3.29).

Two instruments were used in this study to measure the "phenomenal self": a series of 20 statements, after which the subject checked either "like me" and "not like me," and a semantic differential inventory consisting of 9 concepts which were rated using 7 pairs of adjectives. The final sample of American Indian students for whom both instruments were satisfactorily completed consisted of 2007 youths (998 males, 1009 females) ranging in age from 8 to 20 years. In addition, a non-Indian control group consisted of 168 youths (92 males, 76 females). The working hypothesis was that the scores for the 2 instruments for each Indian student would correlate highly. A coefficient of reliability was computed by the split-half method for each instrument. For the purpose of assessing the validity of the instruments, the original split-half reliability estimates were used. It appeared that while the 2 instruments could not be said to have measured exactly the same theoretical construct (i.e., phenomenal self), they did appear to have measured aspects of the same constructs. The concurrent validity correlations were highest for Plains Indians, Northwest Indians and Eskimos, and non-Indian controls. The student inventory is appended.

48. Dreyer, Philip H. The Relation of Self-Esteem to Personal-Social Adjustment Among American Indian Students: The Personal-Social Adjustment of American Indian Youth. Final Report. Illinois, University of Chicago, September 1970. 27p. Series 3, No. 10. ED 045 276 (MF-$0.65; HC-$3.29).

The document is one in a series of papers for the National Study of American Indian Education. Data for the study were collected by means of two paper-and-pencil questionnaires administered to approximately 2,000 Indian elementary and high school students from the following groups: Plains Indians, Southwest Indians, Northwest Indians and Eskimos, Minnesota-Wisconsin Indians, North Carolina Indians, Oklahoma Indians, and urban Indians. Among the factors considered in this study were: (1) How did Indian students view their future when compared to their self-evaluation in the present? (2) How did Indian students rate Indian and White cultures, and did their self-esteem ratings correlate more with one culture than with the other? and (3) How did Indian student self-esteem relate to school achievement as measured by rank in class? Among more specific conclusions, a positive quality of the Indian students seemed to emerge from this study. Included in the document are eight tables of statistics showing the relation of self-esteem to social adjustment.

49. Dreyer, Philip H. and Havighurst, Robert J. The Self-Esteem of American Indian Youth; The Personal-Social Adjustment of American Indian Youth. National Study of American Indian Education. Final Report. Illinois, University of Chicago, November 1970. 20p. Series 3, No. 8 ED 045 273 (MF-$0.65; HC-$3.29).

As a part of the Final Report of the National Study of American Indian Education, this study collected data from 2,007 Indian students (from 8 to 20 years of age) who attended public, mission, and Bureau of Indian Affairs' schools from Alaska to North Carolina using self-report questionnaires dealing with the Indian self-concept. The purpose of this paper is to report the findings of this study regarding the influences of age, sex, and minority status in school upon the self-concept of the various Indian groups studied. A comparison was made between Indian and non-Indian groups in an effort to answer questions on the uniqueness of the Indian groups within the larger society. The self-esteem and self-concept data from the study indicate that the great majority of Indian youth see themselves as fairly competent persons within their own social world but can be expected to show doubts about themselves in the non-Indian world. The study also concluded that the context within which an individual judges himself is critical to attaching meaning to his so-called "self-esteem" ratings and that self-concept must be studied more extensively before it is understood. Tables of statistics and a bibliography are appended.

50. Durrett, Mary Ellen and Radov, Anieta Sharples. Changes in Self-Perceptions of Head-Start Trainees. Elementary School Journal, 72 (6): 321-326, March 1972.

Educational Research, Educational Programs, Teacher Attitudes, Program Evaluation.

The Brown Self-Report Inventory was administered to three groups of trainees at the beginning and at the end of the Head Start Leadership Development Program.

51. Edwards, Beverly Sigler. The Therapeutic Value of Reading. Elementary English, 49 (2): 213-218, February 1972.

Bibliotherapy, Reading, Childrens' Books.

The author discusses the importance of self-concepts and the bibliotherapetic process.

52. Edwards, Keith J. and Tuckman, Bruce W. The Effect of Differential College Experiences in Developing the Students' Self- and Occupational-Concepts: An Application of Discriminant Analysis with Longitudinal Data. Paper presented at the 1971 Annual Meeting of the American Educational Research Association, February 4-7, New York, N. Y. [1970]. 30p. ED 047 675 (MF-$0.65; HC-$3.29).

Entering students at an unidentified community college had lower self-esteem and identified with lower status occupations than their university counterparts. Two years later the differences in self-esteem had been eliminated, liberal arts students at the community college identified with higher-status occupations, and business and technical students at the community college identified more closely with occupations that corresponded to their chosen curricula. These relationships were especially clear when the 19 dependent variables were reduced to a 2-dimensional discriminant space. This report offers a complete and technical discussion of the data.

53. Effects of Three Types of Sensitivity Groups on Changes in Measure of Self-Actualization. Journal of Counseling Psychology, 19 (3): 253-254, May 1972.

Self Actualization, Sensitivity Training, T Groups.

Results did not support the hypothesis that group participation would produce greater change in self-actualization than an untreated control nor were there differential effects among the types of sensitivity groups.

54. Egelston, Richard L. and Egelston, Judy C. Self-Evaluation and Performance on Classroom Tests. Paper presented at the National Association for Research in Science Teaching Meeting, Chicago, Illinois, April 1972. 14p. ED 066 297 (MF-$0.65; HC-$3.29).

In an investigation of the accuracy of self-evaluation on test performance, 210 junior high school science students were asked to predict their scores before and after taking each unit test. Absolute differences between the two predictions and actual scores were the random variables analyzed. Analysis of variance and Markov chain analyses revealed significant differences by achievement level, practice and in rate of learning.

55. Eisner, Vivienne. A Self-Realization Workshop for Upward Bound Students. People Watching, 1 (1): 23-27, Spring 1972.

An account of a workshop for Upward Bound students based on the study of human behavior, and aimed toward providing avenues for self-realization and self-understanding. A model for further units is suggested and references are provided for a described creativity unit.

56. Elliott, John G. Educational and Occupational Aspirations and Expectations: A Comparative Study of Indian and Non-Indian Youth. Antigonish, Nova Scotia, Canada, Saint Francis Xavier University. March 1970. 163p. ED 045 257 (MF-$0.75; $8.25).

The cross-cultural study was conducted under the assumption that intelligence is a learned phenomenon: therefore, if ethnic differences exist, they are not due to differences in intelligence but are due to differences in individual attitudes and social systems. The study was intended to explain educational and occupational aspirations and expectations of Indian and non-Indian students from grade 6 and beyond. The questionnaire method was utilized to gather data from a total of 1,041 students, of which 223 were Indians and 818 were non-Indians. The student population represented two types of schools in Nova Scotia: federal and provincial. The six sets of data collected were: (1) educational and occupational aspirations and expectations; (2) students' self-ratings and perceptions of school-related variables; (3) parents' perceptions of their children as seen by the students; (4) students' ratings of parents in regard to occupation; (5) students' self-ratings of parents in regard to occupation; (5) students' self-ratings of ability for chosen occupations; and (6) significant people in the students' lives. The overall finding was that there were many differences to more or lesser degrees between Indians and non-Indians. A full discussion of the study is included, along with tables of pertinent statistics.

57. Emergence of Identity: The First Years. 1970 White House Conference on Children, Report of Forum 2. (Working Copy). Washington, D. C., Department of Health, Education, and Welfare, 1970. 47p. ED 046 521 (MF-$0.65; HC-$3.29).

This forum identified some of the factors influencing the emergence of identity during the critical childhood years. To help a child develop a healthy identity which is both favorable and realistic, he must be taught almost from birth about his own individuality. The many aspects of total identity include family, physical self, sex, ethnic and cultural, religious, and intellectual identity. Some major obstacles to the emergence of healthy identities include a variety of widely held cultural assumptions contrary to present-day evidence concerning the nature of

child development. These assumptions, typical behaviors fostered by them, and their identity outcomes are listed in Appendix A. Forum 2 participants recommend (1) the initiation of a "Sesame Street" type of TV program for parents, which would teach child development principles and give practical suggestions for daily child care; and (2) the establishment of child-oriented environmental commissions on national and local levels, which would help plan, inspect, and improve projects which try to meet the needs of children. Additional recommendations are given in Appendix B.

58. Everett, A. V. The Self Concept of High, Medium and Low Academic Achievers. Australian Journal of Education, 15 (3): 319-324, October 1971.

College Students, Individual Characteristics, Females, Role Perception, Attitudes.

Aim of this study is to provide a qualitative and descriptive picture of the self concept configurations of high, medium and low achievers. Charts are presented.

59. Expressions of Identity: The School-Age Child. 1970 White House Conference on Children, Report of Forum 3. (Working Copy). Washington, D. C., Department of Health, Education, and Welfare, 1970. 27p. ED 046 522 (MF-$0.65; HC-$3.29).

The focus of Forum 3 was to recommend action-oriented programs to help the school-age child find and use already-existing community resources to help him develop a positive identity. Specifically, the following components are recommended: (1) The Cultural Voucher system, in which children ages 3 to 16 would be able to purchase enriching goods and services, with the help of a Cultural Broker, or adviser. (2) An Environmental Planning Commission, composed of persons trained in design and child development, who could help direct city planning to make the city a better place for children to live, to play, and to learn. (3) The Gatekeeper or Second Family, a helping family or person to whom children can turn for help in problem solving when the parent is inappropriate or unavailable. (4) The Artist-Teacher in the School, a program which would involve community artists in the educational system, making the creative process an integral part of learning. (5) Support for Cross-Age Tutoring Programs, which help both the older and the younger youths involved, in learning and identity formation. The underlying philosophy of the recommendations of this forum is that what is needed is not more available activities, but more genuine ways of being and of relating to other people.

60. Eylon, Yizhar. Warmth, Competence, and Identification. June 1971. 20p. ED 058 593 (MF-$0.65; HC-$3.29).

Sixty young males enrolled in an introductory course in psychology rated themselves on a series of 7-step, bipolar, adjectival scales. Afterwards they observed a young man perform a simple mechanical task, performed the same task and then rated the young man and themselves again. It was found that when the subjects perceived the young man as personally warm, they projected onto him attributes, which, they believed, characterized them. When the young man was perceived as warm and/or competent in the mechanical task, the subjects viewed themselves as more similar to him than in the absence of these perceptions. The results were interpreted as supporting Kagan's theory of identification.

61. Factors Affecting Attitudes Toward Education Among Indian High School Students in Phoenix Area Off-Reservation Schools and Mexican-American and Black Students in Phoenix Union High School. 1971. 77p. ED 056 794 (MF-$0.65; HC-$3.29).

The primary purpose of this study was to determine the relationships among selected characteristics to attitudes held by students relative to various aspects of the educational program at Phoenix Indian High School (PIHS), Sherman Indian High School, and Steward Indian High School. A secondary part of the study compared Indian students' attitudes to those of Mexican American and Black students at Phoenix Union High School (PUHS), an inner-city school. A 65-item instrument was designed to obtain information pertaining to 5 categories: recreation, teachers, self-concept, home attitudes toward school, and value of education. Included in the sample were 578 PIHS, 385 Sherman Indian High, 356 Stewart Indian High, and 1022 PUHS students. The attitudes of students within Phoenix, Sherman and Stewart Indian schools were analyzed in terms of school, sex, grade level, tribe, years in public school, years in BIA school, suspensions, and infractions. Treatment of data consisted of extracting the attitude scores by summing the numerical scores and two-way analyses of variance. Several significant relationships were revealed. Among them, it was found that students in the 3 Indian schools had positive attitudes, but PIHS students had more positive attitudes toward all 5 categories than did Stewart and Sherman students. PUHS students showed more favorable attitudes toward self than did students from the Indian high schools. The questionnaire is appended.

62. Feldman, Harold and Others. Differential Academic Copying Behavior of Siblings from Three Geographic Areas. Final Report. Ithaca, N. Y., Cornell University, Department of Human Development and Family Studies, November 1971. 307p. ED 057 401 (MF-$0.65; HC-$13.16).

This study explored the relationship between family background, family relationships, self concept and school attitude variables, as they were related to the ability of one child in the family to cope more effectively with the same junior high school than did the sibling. Half of the families had no father in the home. Data were gathered by personal interviews with 846 children from 3 geographic areas, rural West Virginia, rurban towns in Upstate New York, and urban center-city Syracuse. Results from partitioning of variance technique supported a differentiated interactive model. Family factors not only predicted differences in achievement, but modified the self concept and school attitudes which, in turn, were related to differences in achievement between siblings. Support was found for a theory of countervailing forces. Urban children needed a strong, strict mother and warm teachers. Rural children needed separation from home, and schools which rewarded creativity and enforced less conformity. Rurban children needed a non-hostile home, intellectual challenge and affiliation with social norms. Peer relationships were negative except in the rural area.

63. Felker, Donald W. and Thomas, Susan Bahlke. Self-Initiated Verbal Reinforcement and Positive Self-Concept. Child Development, 42 (4): 1285-1287, October 1971.

Four hypotheses were derived from the proposition that positive self-concept is due partly to an ability to utilize self-initiated verbal reinforcement.

64. Felker, Donald W. and Treffinger, Donald J. Self Concept, Divergent Thinking Abilities, and Attitudes About Creativity and Problem Solving. Lafayette, Indiana, Purdue University, February 1971. 7p. ED 047 347 (MF-$0.65; HC-$3.29).

The relationship between self concept and several measures of divergent thinking and related attitudes was investigated among the thirty-three boys and twenty-six girls in the fourth grade. They were given the Torrance Tests of Creative Thinking, Covington's Attitude Inventory for Problem Solving, and the Piers-Harris Self Concept Scale. High self concept pupils scored significantly greater than low self concept pupils on self evaluation of creative abilities and verbal fluency, flexibility and originality. Sex differences were also observed. The results provide empirical support for the frequently postulated positive relationship between self concept and "creative" ability.

65. Ferguson, Eva. Relationship Between Ego-Involvement Instructions and Various Motivation and Performance Measures, Psychological Reports, 29 (2): 547-556, October 1971.

Affective Behavior, Response Mode, Self Esteem, Motivation, Behavior Theories.

66. Ferguson, Eva Dreikurs. Role of Individual Differences in Measures of Ego-Involvement. Psychological Reports, 29 (2), 569-570, October 1971.

Individual Differences, Measurement Instruments, Self Esteem College Students, Motivation.

67. Fish, Barry; Karabenick, Stuart Alan. Relationship Between Self-Esteem and Locus of Control. Psychological Reports, 29 (3): 784, December 1971.

Self Esteem, Individual Power, Reinforcement, Orientation, Perception.

68. Fisher, Eleanore. The First Day of School. Today's Education, 6 (5): 35, May 1972.

Student Teacher Relationship, Teaching Experience.

A fourth grade teacher describes a first-day lesson on self-concept, which enabled her and her students to learn more about each other.

69. Flammer, Donald P. Self-Esteem, Parent Identification and Sex Role Development in Preschool Age Boys and Girls. Child Study Journal, 2 (1): 39-47, 1971.

Parent Influence, Identification (Psychological), Role Perception.

Self esteem was shown to be associated more closely to high sex role orientation for boys and low sex role adoption for girls; while father identification, for boys only, related to moderate levels of sex role orientation and sex role preference. Bibliography.

70. Fleming, Elyse S. and Anttonen, Ralph G. Teacher Expectancy as Related to the Academic and Personal Growth of Primary-Age Children. Monographs of the Society for Research in Child Development, 36 (5): 1-31, December 1971.

The generalized self-fulfilling prophecy phenomenon failed to be supported in this study, but the significant differences related to the teacher-opinion dimension underscore the complexity of teacher-pupil interaction.

71. Flemister, Ida Morris. The Effect on Self Concept of the Chattanooga Neighborhood Youth Corps and of Education, Vocational Aspiration and Sex Role. (Ed.D. Dissertation, University of Tennessee, June 1967. 119p. Available from University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106. Order No. 67-15, 776 (MF-$4.00; Xerography-$10.00).

72. Furkey, William W. and Others. The Development of a "Pupil Behavior Inventory" to Infer Learner Self Concept. Gainesville, Florida, University of Florida, College of Education. February 1971. 11p. ED 050 153 (MF-$0.65; HC-$3.29).

The Pupil Behavior Inventory was developed to infer learner self concept from teachers' ratings of eighteen items related to a pupil's overt classroom behavior. Split-halves reliability estimates for eleven teachers was 0.93 and reliability of the total score means of three raters for eleven students was 0.84. Four areas related to self concept as learner were identified from a factor analysis and were labelled: 1) Relating 2) Asserting 3) Investing 4) Accomplishing. Advantages of the instrument are: ease of scoring, non-reactivity with the pupil, measurement of self concept of early elementary pupils, as well as older pupils, and measurement of public behavior. Preliminary and revised versions of the instrument are included in the appendix.

73. Furner, Beatrice A. Creative Writing for Self-Understanding: Approaches and Outcomes. November 1970. 16p. ED 052 184 (MF-$0.65; HC-$3.29).

Creative writing is considered as a form of creative expression in which the child expresses his ideas, feelings, or reactions. This expression is original and spontaneous, and allows the child to organize his experiences so that they assume a personal meaning. With this experience, the child, through the process of symbolization, adds to his identity. The methodology and creative process steps in a creative writing experience are: (1) motivation period in which to generate interest, develop a mood, and create a need to write; (2) exchange of ideas to crystallize each child's thinking; (3) writing period; (4) exchange of ideas; and (5) follow-up ac-

tivities, if appropriate. The means for accomplishing each of these steps are described. Since the goal of the experience is self-understanding and awareness of the world in relation to self, the teacher will have to know children well, participate openly with them, and observe them closely both in the process and following it in order to sense growth. Examination of the product as to uniqueness, ability to communicate, mood or feeling, effective use of language, and the effect of the writing on the audience can be of value.

74. Gabaldon, Antonio. A Rebirth of Interest in Heritage Identity. Educational Leadership, 29 (2): 122-124, November 1971.

Self Concept; Cultural Background.

75. Gallegos, Katherine and Powers, Ed. Indio and Hispano Child: Improving His Self Image. New Mexico, Los Lunas Consolidated Schools, May 19, 1969. 87p. ED 044 206 (MF-$0.65; HC-$4.45).

Prepared under a Title IV Civil Rights program grant, this document consists of social studies units for grades 1 and 4, suggestions for a culturally oriented arts program, biographical sketches of cultural models, and brief historical sketches of communities in the area of Los Lunas, New Mexico. The purpose of the units of instruction and related materials is to build a better self-image on the part of pupils belonging to minority groups. The social studies unit for grade 1 is a comparative study of family life in 3 cultures: Indian, Mexican or Spanish, and Anglo. The unit stresses that people of different cultures can live and work together appreciating what each has contributed from its heritage. The social studies unit for grade 4 is a comparative study of the role that those 3 cultures have played in the development of New Mexico. This unit attempts to promote attitudes, appreciation, and understanding that will contribute to a blending of the 3 cultures into a plural Southwest culture.

76. Garrett, Alice M. and Willoughby, R. H. Personal Orientation to Success and Failure in Urban Black Children. Developmental Psychology, 7 (1): 92, July 1972.

Reaction Behavior, Performance Factors, Urban Youth, Failure Factors, Success Factors, Sex Differences.

Examines the hypothesis that lower-class black children are more "external" in their personal orientation than middle-class white children.

77. Getchen, Blanche E. Build From Where They Are. Instructor, 81 (7): 53-55, March 1972.

Teaching Methods, Learning Experience, Reading Development, Language Development, Self Expression, Concept Formation, Classroom Games, Teacher Developed Materials.

Author describes her experience with first graders who had already been labeled as failures in kindergarten, and her employment of the experience approach to learning, which is a good way to build from where each child is and to provide success-oriented activities for everyone.

78. Giguere, Constance L. and Baker, Eva L. The Development of Criterion-Referenced Tests of Self-Concept and Attitude Toward School. 1971. 14p. ED 054 192 (MF-$0.65; HC-$3.29).

The development of criterion referenced self-concept and attitude toward school objectives and measures by the Instructional Objectives Exchange (IOX) is discussed.

79. Gill, Mohindra P. Relationship Between Pattern of Achievement and Self-Ideal Congruence. Paper presented at the American Educational Research Association Convention in New York, N. Y., February 4-7, 1971. Toronto, Ontario, Canada, Ontario Institute for Studies in Education, February 1971. 22p. ED 047 329 (MF-$0.65; HC not available from EDRS).

This study investigates the relationship between pattern of achievement and self-ideal congruence of 408 ninth grade boys and girls. Underachievers, average achievers and overachievers were determined on the basis of whether their final average marks were higher or lower than had been predicted. Prediction criteria are presented. Self-ideal congruence was inferred from: (1) discrepancies between placements of ratings on the perceived-self and ideal-self scales (Gill and D'Oyley, 1968). The finding that low underachievement suggests that the concept of self-ideal congruence is potentially relevant in the identification and remediation of underachievement. The author emphasizes the effectiveness and simplicity of the instrument and procedures utilized in the study. (Not available in hard copy due to marginal legibility of original document.)

80. Glasser, William. Roles, Goals, and Failure. Education Digest, 37 (4): 25-27, December 1971.

Self Concept, Goal Orientation, Role Perception.

81. Glick, Oren. Some Social-Emotional Consequences of Early Inadequate Acquisitions of Reading Skills. Journal of Educational Psychology, 63 (3): 253-257, June 1972.

Reading Failure, Emotional Response, Social Relations, Peer Relationships, Comparative Analysis, Grade 3, Student Attitudes, Sex Differences.

It was concluded that early academic performance has consequences in the social-emotional domain which perpetuate and generalize patterns of success for females and failure for males.

82. Glock, Marvin D. Is There a Pygmalion in the Classroom? Reading Teacher, 25 (5): 405-408, February 1972.

Expectation, Teacher Attitudes, Student Behavior, Self Concept, Academic Performance, Low Achievement Factors, Student Teacher Relationship, Teacher Behavior, Teacher Influence, Reading Instruction.

83. Godfrey, Ernestine, Ed. Intelligence, Achievement, Self-Concepts, and Attitudes Among 1216 Typical Sixth- and Seventh-Grade Students in Fourteen North Carolina Public Schools: Preliminary Results of a Study Conducted January 1970. Winston-Salem, North Carolina Advancement School, November 1970. 25p. ED 045 760 (MF-$0.65; HC-$3.29).

The basic approach of the North Carolina Advancement School has been based on the belief that psychological and attitudinal factors of underachievement must be treated before students can achieve academically; the School's program, therefore, centers around improving the students' self concept, attitudes, and responsibility for learning. With boys from grades four through eight, this approach has been implemented with positive results. To obtain state-wide norms on attitudes, self concept, responsibility for learning, and intelligence and achievement, the School, with the cooperation of selected public schools, tested a total of 1,216 students. The data collected are in the process of being further analyzed; however, some preliminary comparisons on attitudes indicate that the Advancement School program has effected changes toward the norm. (For related reports, see ED 045 761-765.)

84. Godfrey, Ernestine. The Tragedy of Failure. Education Digest, 37 (5): 34-35, January 1972.

Grade Repetition, Student Alienation, Elementary School Students, School Attitudes, Academic Failure, Student Promotion.

Retention of students...has detrimental effects, not only on academic achievement but also on the students' self-concepts and attitudes.

85. Golin, Sanford. Project Self-Esteem: Some Effects of an Elementary School Black Studies Program. Bethesda, Md., National Institute of Mental Health (DHEW), September 1971. 10p. ED 056 149 (MF-$0.65; HC-$3.29).

The development of a negative self-concept has been viewed as beginning early in the life of the black child. This report presents results of a project whose goal it was to develop "black consciousness" in black elementary school children. Two hundred students participated in activities designed to develop racial awareness and pride through the fifth and sixth grades. A measure of emotional adjustment was given to these children and a comparable control group at the beginning and end of the project. The results indicated that the project had a significant positive effect on the mental health of male children.

86. Gordon, Ira J. Success and Accountability. Childhood Education, 48 (7): 338-347, April 1972.

Early Childhood Education, Success Factors, Cognitive Development, Affective Objectives, Child Language, Parent Child Relationship, Educational Accountability.

The author discusses cognition and affect as two aspects of the "whole child" concept, describes positive and negative items relating to the home environment and parent behavior, suggests implications for school programs to encourage success, and redefines accountability in terms of the child's total self-concept.

87. Graf, Richard G. Induced Self-Esteem as a Determinant of Behavior. Psychological Reports, 29 (3): 847-851. December 1971.

Behavioral Science Research, Self Esteem, Cheating, Conditioned Response, Reactive Behavior, Self Concept, Student Behavior, Research Reports, College Students.

88. Grand, Sheldon. Reactions to Unfavorable Evaluations of the Self as a Function of Acceptance of Disability: A Test of Dembo, Leviton, and Wright's Misfortune Hypothesis. Journal of Counseling Psychology, 19 (2): 87-93, March 1972.

Self Actualization, Physically Handicapped, Interpersonal Relationship, Rehabilitation Counseling.

Based on Dembo et al. (1956), it was predicted that in comparing high acceptors of their disability with low acceptors, the latter would (a) rate a non-disabled negative evaluator as more likeable, (b) perceive themselves as more similar to him, and (c) suffer more as a result of exposure to him. The hypothesis was confirmed.

89. Greene, John F. and Zirkel, Perry Alan. Academic Factors Relating to the Self-Concept of Puerto Rican Pupils. September 1971. 10p. ED 054 284 (MF-$0.65; HC $3.29).

The increasing emphasis on the affective domain in the teaching-learning situation has not produced a significant body of research on the development of self concept among Spanish-speaking--particularly Puerto Rican--students. This study investigated the relationship of the self-concept of Puerto Rican pupils with achievement, IQ, ethnic group mixture, and teacher ethnicity. The subject population comprised 333 Spanish-speaking students in 29 bilingual and control classes, grades one to three, in three Connecticut cities. The subjects were selected so as to be representative of Spanish-speaking majority classes taught by Spanish-speaking as well as Anglo teachers in schools with varying but significant numbers of Spanish-speaking students. Self-concept was measured via teacher reports on a standard instrument. The children were also tested for academic achievement and nonverbal intelligence. The results of a correlational analysis indicated that self-concept was significantly related to achievement in English and Spanish, as well as to teacher ratings of aural ability in both languages, although self-concept was not significantly related to IQ. However, the relationship between self-concept and academic achievement is demonstrated to be complex and circular.

90. Greene, Maxine. Literature and Visibility. NASSP Bulletin, 56 (361): 63-73, February 1972.

Educational Objectives, English Curriculum, Educational Theories, Literature Programs.

The author concentrates on how the teaching of imaginative literature helps the student in his struggle for self-awareness.

91. Gregory, Thomas B. The Continuing Search for Identity: The New Culture. Educational Leadership, 29 (2): 125-128, November 1971.

Cultural Background, Cultural Conflict, Social Change.

The difficulties involved in trying to resolve differences between one's inherited culture and the majority culture are discussed.

92. Griggs, Mildred B. Self-Actualization Through Vocational Education. Illinois Teacher for Contemporary Roles, 15 (4): 151-154, March/April 1972.

Vocational Education, Self Actualization, Vocational Development, Task Analysis, Career Ladders.

Discusses the role of the teacher in helping students achieve self-actualization.

93. Grossman, Bruce D. Out of the Classroom: Enhancing the Self. Exceptional Children, 38 (3): 248-254, November 1971.

Child Psychology, Body Image, Preschool Children, Personality Development, Early Childhood Education, Class Activities.

Discussion of development of self awareness in the young child includes suggested classroom activities to foster development of the self.

94. Guardo, Carol J. and Bohan, Jaries Beebe. Development of a Sense of Self-Identity in Children. Child Development, 42 (6): 1909-1021, December 1971.

Psychological Studies, Child Development, Concept Formation, Elementary School Students.

Distinction is made between self (self as subject) and self-concept.

95. Guest, Gerald R. and Thomson, Eric W. A Model for the Growth of Self-Concept. Canadian Counselor, 6 (1): 45-49, January 1972.

Models, Self Esteem, Teacher Role, Communication (Thought Transfer), Reinforcement, Feedback, Student Teacher Relationship.

Teachers must play a more consciously active role in fostering healthy self esteem in children. To make such action more likely to occur successfully, a model is presented to conceptualize the dynamics of growth in positive self concept.

96. Gustafson, Richard A. and Owens, Thomas R. The Self-Concept of Mexican-American Youngsters and Related Environmental Characteristics. April 30, 1971. 26p. ED 053 195 (MF-$0.65; HC-$3.29).

Project ABRAZO is a bilingual research program designed to investigate strategies which might enhance the self-concept of Mexican-American children. A portion of the baseline data collected for ABRAZO is considered with three purposes in view: (1) Is there any difference between the self-concept of Mexican-American Children, non-Mexican-American and Anglos at grades 3 and 6? (2) What is the degree of agreement between the child's view of himself, how he thinks his teacher sees him, and a teacher rating of his self-concept? (3) Which background characteristics are good predictors of self-concept and achievement in mathematics and reading?

97. Hales, Lloyde W. and Koval, Calista B. The Effects of the Duso Guidance Program on the Self Concepts of Primary School Children. Child Study Journal, 2 (2): 57-61, 1972.

Elementary School Students, Personality Assessment, Primary Grades, Educational Research.

Children who participated in the Duso program felt more capable of doing things independently of others, more capable of directing their own activities, and greater acceptance by others.

98. Hanke, John E. and Houston, Samuel R. Teacher and Student Perceptions as Predictors of College Teacher Effectiveness. Education, 92 (3): 97-98, February-March 1972.

Educational Research, College Teachers, Effective Teaching, Student Attitudes, Evaluation Techniques, Teacher Evaluation.

Study based on the premise that the individual teacher needs to understand both his "self" and also the way he is perceived by his students.

99. Harmin, Merrill and Simon, Sidney B. How to Help Students Learn to Think... About Themselves. High School Journal, 55 (6): 256-264, March 1972.

Teaching Techniques, Creative Thinking, Personality Development, Cognitive Development.

Article suggests methods of teaching so that the student not only learns how to think, but learns how to think about life itself, especially himself.

100. Harris, Susan; Braun, John R. Self-Esteem and Racial Preference in Black Children. [1971], 6p. ED 056 773 (MF-$0.65; HC-$3.29).

This study investigated the interrelation of self-esteem and racial preferences in black children. The following hypotheses were generated: (1) Subjects with impaired self-concepts will be more outgroup oriented than those with unimpaired self-concepts; (2) White preferences will be greater among middle class than among lower class black children; and (3) Black males will show greater white preference than black females in their choice of a black or a white puppet on each of the racial preference statements. Subjects were 60 black girls and boys, 7-8 years old, from middle class and lower class interracial schools. The instrument used to measure self-esteem was the Piers-Harris Children's Self-Concept Test. An instrument adapted from the Clark and Clark dolls test assessed racial preference. Findings indicate a significant relationship between self-esteem and racial preference. The majority of the black children preferred the black puppet in the racial preference test. No significant difference between social class or sex of subjects was found.

101. Harrison, Robert H. and Budoff, Milton. A Factor Analysis of the Laurelton Self-Concept Scale. American Journal of Mental Deficiency, 76 (4): 446-459, January 1972.

Exceptional Child Research, Educable Mentally Handicapped, Self Concept, Rating Scales, Special Classes, Mentally Handicapped, Institutionalized (Persons).

102. Harrow, Martin and Others. The T-Group and Study Group Laboratory Experiences. Journal of Social Psychology, 85 (2): 225-237, December 1971.

Behavioral Science Research, T Groups, Discussion Groups, Group Dynamics, Self Concept, Student Attitudes, Sensitivity Training, Research Reports, College Students.

103. Harvey, Robert, and Denby, Robert V., Comps. Human Relations in the Schools, Sensitivity Training, and Self-Image Enhancement. Abstracts of ERIC Documents. Champaign, Ill., National Council of Teachers of English, ERIC Clearinghouse on the Teaching of English, September 1970. 53p. ED 044 400 (MF-$0.65; $3.29).

This bibliography is comprised of abstracts of 115 ERIC documents (reports, books, articles, and speeches) on human relations activities for the schools, including sensitivity training and self-image enhancement activities. Six sections cover (1) background material on human relations, (2) general material on the need for intergroup activities, (3) inservice human relations programs (including sensitivity training) for teachers, administrators, and counselors, (4) classroom activities promoting student human relations, (5) self-image enhancement activities, and (6) recent research on self-image development.

104. Havighurst, Robert J. The Indian Self-Image as Evaluated with the Semantic Differential. The National Study of American Indian Education, Series III, No. 9. Final Report. Illinois, The University of Chicago, August 1970. 11p. ED 044 217 (MF-$0.65; HC-$3.29).

As a part of the National Study of American Indian Education, the self-image of the Indian student was evaluated with the Semantic Differential (SD) in terms of attitudes toward self as well as toward other persons or institutions. Study groups were expected to describe themselves in favorable, neutral, or derogatory terms. The SD used in the study was partially identical with a form used with teenagers in Chicago, Buenos Aires, Kansas City, and Puerto Rico, thus allowing for comparison of non-Indian boys and girls of the same ages in Chicago and elsewhere. The instrument, as noted, asked for a rating of several concepts including Myself, My Future, Teachers, This School, Indians, Indian Way of Life, and White People's Way of Life; it also included several pairs of adjective scales which included Good-Bad, Happy-Unhappy, Strong-Weak, and Active-Lazy. It was believed that if Indian youth were severely alienated and if they were antagonistic toward teachers and schools, the SD would reveal these differences. The study concluded that, given a like socioeconomic status, Indians have about the same level of self-evaluation as non-Indians. Some evidence indicated that Indian girls are slightly more self-critical than Indian boys. A list of the various tribes included in the study from Alaska to North Carolina is given, along with the number of participants and scores derived from each correlation. Tables of statistics are appended.

105. Hedges, Robert E. Photography and Self-Concept. Audiovisual Instruction, 17 (5): 26-28, May 1972.

Self Concept, Photography, Student Projects, Visual Literacy, Academic Achievement, Elementary School Students.

106. Heichberger, Robert L. Toward Humanizing the Change Process in Schools. College Student Journal Monograph, 6 (2) pt. 2: 1-10, April-May 1972.

Educational Change, Change Agents, Teacher Behavior, Educational Innovation.

The author concludes that the process and tempo of change are most important. Change must grow logically out of the expressed needs of the people. Change agents need to constantly reinforce their clients and gain their trust by retaining as much of the risk as possible.

107. Hepner, Ethel M. Self-Concepts, Values, and Needs of Mexican-American Underachievers or (Must the Mexican-American Child Adopt a Self-Concept That Fits the American School?) Paper presented at the American Psychological Association National Convention, Miami, Florida, September 3, 1970. 9p. ED 048 954 (MF-$0.65; HC-$3.29).

The document reports on a study conducted to investigate value-clusters of Mexican American and Anglo American boys as related to self-concept and achievement since it is the author's belief that the typical elementary education does not meet the needs of Mexican American children. As noted, profitable remedies for the dilemma of underachievement are not yet available because educators do not understand the underlying causes of this or may not be willing to admit the failure of the schools. Specifically, the study investigated differences and/or similarities in the value-clusters of 3 groups of boys (50 in each group) of similar ages, intelligence, and socioeconomic status, differing only in reading achievement and/or in ethnicity. Among the conclusions drawn from the study were that (1) significant differences in self-concepts, values, and role conceptions exist between Mexican American and Anglo American boys; (2) underachieving Mexican American boys do not perceive themselves as more negative than their better-achieving peers; and (3) Mexican American boys do not have lower occupational aspirations than Anglo American boys. Of equal importance are the implications for development of more realistic and appropriate educational and cultural school programs.

108. Herr, Edwin L. Contributions of Career Development to Career Education. Journal of Industrial Teacher Education, 9 (3): 5-14, Spring 1972.

Career Education, Vocational Development, Career Planning, Vocational Education, Occupational Information, Career Choice.

Contributions include awareness of needs for linking today's educators to future options, for constantly assessing oneself for setting goals and making decisions, and for considering career education as a life long process.

109. Holbert, William M. and Walker, Martha. A Comparison of the Effectiveness of Clinical Judgment with Objective Evaluation in Prognosing Rehabilitation Outcome. Rehabilitation Research and Practice Journal, 2 (1): 13-19, Winter 1970.

Vocational Rehabilitation, Prognostic Tests, Success Factors, Predictive Validity, Opinions.

Discusses the effect of optimistic prognosis on the client's self concept as a variable in successful subsequent employment.

110. Householder, Daniel L. Industrial Arts for the Early Adolescent. American Council on Industrial Arts Teacher Education Yearbook, 15-19, 1972.

Industrial Arts, Adolescence, Self Concept, Programs, Learning Readiness, Teacher Role, Teacher Education.

111. Houston, B. Kent. Control Over Stress, Locus of Control, and Response to Stress. Journal of Personality and Social Psychology, 21 (2): 249-255, February 1972.

Anxiety, Self Control, Sef Evaluation, Arousal Patterns, Response Mode, Beliefs, Perception, Motivation, Behavioral Science Research, Performance Factors.

112. Howard, Douglas P. and Others. The Relationship Between Self-Concept and Peer Acceptance. Journal of School Health, 42 (2): 109-110, February 1972.

Self Concept, Mental Health, Educable Mentally Handicapped, Peer Acceptance, Sociometric Techniques, Adolescents, Peer Relationship.

113. Huntington, Dorothy S. Programs for Infant Mothering to Develop a Sense of Self and Competence in Infancy. Washington, D. C., Children's Hospital of the District of Columbia. April 3, 1971. 19p. ED 056 748 (MF-$0.65; HC-$3.29),

Intervention programs for the disadvantaged should be based on an understanding of the behavior and attitudes of people in poverty. Poor people share a sense of hopelessness and helplessness, a lack of belief that they can change their situations, and low self-esteem. Programs to train child care workers who are themselves disadvantaged (parents, foster home mothers, day care and institutional staff) should show trainees that what they are doing is important, and that how they stimulate and interact with the children in their care can vitally affect the children's development and chances for the future. This objective can be accomplished by involving parents and staff in decision making, showing respect for them as individuals and respect for what they know, and discussing with them the babies' preferences and individual styles. To effect meaningful and lasting changes in children, parents must be involved in intervention programs. Such programs should stress respect for cultural differences and for parents' choices on how to raise their children, coupled with constant and intensive support for the caregivers.

114. Improvement of Self-Concept Through the Fine Arts. Snow Hill, Md., Worcester County Board of Education. [1970] 26p. ED 053 155 (MF-$0.65; HC-$3.29).

The purpose of this program is to improve the participants' self-image through music. Three ideas basic to the effort are involvement in an enjoyable activity, involvement in something which would assure a certain amount of success, and participation in an activity as an individual and as a member of a group. A project coordinator, three music instructors, and nine school aides were utilized three nights a week for two hours a night during the regular school year. All the participants were supplied with all the equipment and materials needed for instruction. It is felt that the project helped the participants greatly in improving their attitudes about themselves and their relations to others.

115. Jackson, Ruth. Building Reading Skills and Self-Concepts. Reading Teacher, 25 (8): 754-758, May 1972.

Reading Programs, Inner City, Reading Instruction, Beginning Reading, Self Concept, Program Descriptions, Parent Role, Reading Materials, Learning Activities, Evaluation Techniques.

116. Jacobs, Alice D. Women in Law School: Structural Constraint and Personal Choice in the Formation of Professional Identity. Journal of Legal Education, 24 (4): 462-472, 1972.

Higher Education, Legal Instruction, Women's Education, Feminism, Self Concept, Professional Education, Sex Distrimination, Social Influences.

117. Kay, Richard S. and Others. Sports Interests and Abilities as Contributors to Self-Concept in Junior High School Boys. Research Quarterly of the AAHPER, 43 (2): 208-215, May 1972.

Athletics, Interests, Research, Self Concept, Student Ability, Athletic Activities, Junior High School Students, Tables (Data), Males.

118. Kgositsile, Keorapetse. Language, Vision and the Black Writer: Dealing with Life. Black World, 21 (8): 25-27, June 1972.

This report argues that African blacks have not begun the serious task of creating a language that systematically strives to express black life; that blacks have not begun to think for themselves despite African independence rhetoric, national flags and anthems, and fists raised proclaiming or celebrating power they do not have.

119. Kleinfeld, Judith. The Relative Importance of Teachers and Parents in the Formation of Negro and White Students' Academic Self-Concept. Journal of Educational Research, 65 (5): 211-212, January 1972.

Negro Students, Self Concept, Educational Research, Teacher Attitudes, Parent Attitudes, Comparative Analyses, Cultural Differences, Student Attitudes, Student Teacher Relationship, Teacher Behavior, Evaluation.

120. Kotzin, Miriam and Soehngen, Sandra. Women, Like Blacks and Orientals, Are All Different. Media and Methods--Exploration in Education, 8 /7 : 18-26, March 1972.

Peer Groups, Peer Relationship, Affiliation Need, Adolescents, Peer Acceptance, Interpersonal Relationship, Teenagers.

Results of this study indicate that the attitudes of inner-city black and white junior high school youth toward their peers are very much alike, and that the attitudes expressed by the youth are not, for the most part, related to ethnic group membership.

121. Krause, Carrol. Person-Centered Evaluation Builds Positive Self-Concepts. Peabody Journal of Education, 49 (4): 290-294, July 1972.

Evaluation Methods, Teacher Attitudes, Educational Environment, Grading, Negative Attitudes, Testing, Learning Experience.

Person-centered evaluation is based on trust and openness rather than fear of mistakes and failure and enables teachers to create a safe learning climate for children.

122. Lane, Joseph M., Jr., and Barry, John R. Recent Research on Client Motivation. Rehabilitation Research and Practice Review, 1 (4): 5-25, Fall 1970.

Rehabilitation Counseling, Motivation, Behavior Change, Reinforcement, Aspiration, Learning Theories, Research Reviews (Publications).

123. Lara-Braud, Jorge. Browns in Anger: The Overlooked Minority. Speech given before the Public Affairs Council, Washington, D.C., June 5, 1969. 10p. ED 042 829 (MF-$0.65; HC-$3.29).

This speech advocates that Mexican-Americans must undergo a process of radicalization to attempt to transfer anger from deeds to words. This minority is losing faith in speech as a means of redress, but corrective measures should come through dialogue and not collision. Few Mexican-Americans designated themselves "browns" a year ago--but it is now necessary, given the growing black-white polarization. This affirms the Mexican-American self-identity. Browns constitute the second largest and most destitute minority, yet they retain faith in and patriotism toward America. Lack of collective bargaining and "green card" practices maintain an oversupply of unskilled labor and depressed wages. Brown education is a disaster area. Justice is arbitrary, and police seem to be waging undeclared war in brown communities. Equal opportunity in employment is a hoax to a people denied the basic rights of collective bargaining, education, and justice. The author says the situation can lead to anarchy; without the protection of the rights of minorities, the majority flirts with its own eventual demise.

124. Lawless, Walter and Nowicki, Stephen. Role of Self-Disclosure in Interpersonal Attraction. Journal of Consulting and Clinical Psychology, 38 (2): 300, April 1972.

Behavior Patterns, Self Actualization, Interpersonal Competence, Self Evaluation, Interpersonal Relationship.

125. Lee, Walter S. The Measurement of Self-Esteem for Program Evaluation. Journal of School Psychology, 10 (1): 61-68, March 1972.

Self-Esteem, Program Evaluation, Program Improvement, Educational Programs, Academic Achievement.

The purpose of this paper is to examine the area of self-esteem in the professional literature, its relationship to educational programs, its measurement problems, and one approach to program evaluation in terms of students' self-esteem.

126. Leeds, Donald S. The Role of Self-Concept in the Psychological and Educational Development of the Individual. Reading World, 11 (2): 161-176, December 1971.

Developmental Psychology, Educational Development, Concept Formation, Educational Research, Child Development, Parent Influence, Teacher Influence, Environmental Influences, Student Behavior.

Reviews current research on (1) the factors that help develop the individual's self-concept, and (2) the effects of self-concept on psychological and educational development.

127. LeFevre, Carole. The Mature Woman as Graduate Student. School Review, 80 (2): 281-298, February 1972.

Role Conflict, Psychological Studies.

The author studies the self-concepts of women graduate students during their doctural studies. Also discussed here are the difficulties and rewards experienced in the process of superimposing a new professional role on their already assumed wife-mother role.

128. Leitka, Gene. Search for Identity Creates Problems for Indian Students. Journal of American Indian Education, 11 (1): 7-10, October 1971.

Activism, American Indians, Courts, Schools, Self Concept, Student Rights.

129. Leonard, Skiplon and Weitz, Joseph. Task Enjoyment and Task Perseverance in Relation to Task Success and Self-Esteem. Journal of Applied Psychology, 55 (5): 414-421, October 1971.

Self Esteem, Task Performance, Success Factors, Persistence, Participant Satisfaction, Behavioral Science Research, Individual Characteristics, College Students, Performance Factors, Expectation.

130. Lessing, Elise E. Extension of Personal Future Time Perspective, Age, and Life-Satisfaction of Children and Adolescents. Developmental Psychology, 6 (3): 457-468, May 1972.

Personality Studies, Time Perspective, Age Differences. Females, Children, Adolescents, Socioeconomic Status.

Future time perspective is defined as the forward expanse of time over which future images of the self are projected.

131. Lesyk, Carolee K. and Others. Student Attitudes Toward Grouping and Their Effects on Self-Concept and School Satisfaction. Ohio, Kent State University, Bureau of Educational Research, February 1971. 23p. ED 047 861 (MF-$0.65; HC-$3.29).

Approximately 600 students (grades 6-9) in a rural school system were evaluated for student attitudes about grouping and ability. The 7th and 8th graders were grouped by ability. The other 2 grades were included for purposes of comparison: 6th for anticipatory reactions and 9th for possible effects of grouping experiences. Attitudes toward grouping were obtained on a 25-item questionnaire. Self-concept was determined by a scale of bipolar adjectives in semantic differential format. The Student Opinion Poll was used to determine attitudes toward school. Grades and standardized achievement scores were obtained from student records. Data were analyzed using correlation and chi-square techniques. In general, positive attitudes toward ability grouping were expressed. Some attitudinal differences were found among students in different levels of grouping placement, with those in the highest and lowest groups being more favorable. Students perceived their grouping placement with considerable accuracy. No systematic attitudinal differences existed between sexes, but there were differences between classes. Students who had experienced homogeneous grouping were more favorable toward it than those who had not. No significant relationships existed between course grades and attitudes toward grouping, but significant relationships existed between achievement scores and attitudes toward grouping, with higher achievers being more favorable toward grouping. Little relationship existed between attitude items and self-concept or school satisfaction.

132. Levine, Daniel U. and Others. The Attitudes of Students at Black High Schools in Five Cities, Spring 1970. Missouri, Greater Kansas City Mental Health Foundation; University of Missouri, Center for the Study of Metropolitan Problems in Education, April 1970. 103p. ED 051 348 (MF-$0.65; HC-$6.58).

This is the report of a 1970 followup (to a similar one conducted in 1968) study, the purposes of which were to: (1) determine whether or how the attitudes of Kansas City respondents resembled or differed from attitudes of black youth in other parts of the United States, and (2) determine whether or how much change had occurred in the attitudes of Kansas City youth in a two-year period. Despite problems, data was collected in five cities in various parts of the United States. Major generalizations of the study included the following: (1) attitudes of black youth were relatively uniform from city to city; (2) respondents tended to have little contact with whites but tended to reject separatism and violence; (3) youth in larger cities with larger ghettoes tended to be more fatalistic and alienated; and, (4) widespread support exists for the NAACP, the Black Panthers, and active local organizations.

133. Lucas, Isidro. Puerto Rican Dropouts in Chicago: Numbers and Motivation. Chicago, Ill., Council on Urban Education, March 1971. 101p. ED 053 235 (MF-$0.65; HC-$6.58).

This study found indications of high percentages of dropouts among Chicago's Puerto Ricans; their educational problems seemed similar to those of other Spanish-speaking pupils in the urban situation. The dropout count carried out revealed a substantial portion of their education in the North American continent. Eighth graders, freshmen, and seniors still in school who were examined for motivations too, demonstrated that they had problems of self concept caused by discrimination, difficulty in relating to their parents, and a progressive estrangement of pupil from school. Schools were found to have very little influence in increasing the stay-in rate: they did little to improve student self image or cultural identity. Further, students' reading habits, commitment to doing homework, and future aspirations decreased the longer they stayed in school. Knowledge of English was greater among dropouts than among seniors staying in school; these seniors knew more Spanish than dropouts. All groups lacked courses in Puerto Rican culture, and 80 percent of them desired such courses. Families played no role in the running of schools, nor were there many Spanish teachers in the schools. Both these factors when present and operant were proven to substantially reduce the dropout rate.

134. Lycette, Ronald. Mark Twain Mapping His Territory. ETC: A Review of General Semantics, 29 (2): 155-164, June 1972.

Semantics, Autobiographies, Mental Development, Concept Formation, Self Evaluation, Language Styles.

Analysis of "Old Times on the Mississippi," an autobiographical piece that reveals Twain's "effort to understand the process that enables a man to grow emotionally and intellectually."

135. Macagnoni, Virginia M. Social Dimensions of the Self as an Open System: A Curriculum Design. Strategies for Implementation. Gainesville, Florida Educational Research and Development Council. ED 056 977 (MF-$0.65; HC-$3.29).

This bulletin presented an overall strategy in three parts directed toward the development of the individual as a social being, capable of building and enhancing his social properties. The social properties of the self are defined as: 1) identity, 2) acceptance and love, 3) play, 4) intelligence, 5) resource orientation, 6) work orientation, and 7) authority orientation. Part I of the project contains the definition of the seven social properties in the form of terminally stated behaviors, and a battery of questions which are directly related to and emerge from them. Part II is the delineation of an overall conceptualization process, defining perceiving-mediating-valuing processes, in which the individual student is to engage in the building of the seven social properties. Part III is concerned with the role of the teacher directed toward the development of the individual as a human being. This section has three major objectives: 1) to provide the teacher with a self-evaluation tool to assist in determining individual degrees of readiness for attempting the type of teaching called for; 2) to ouline a strategy for implementation of the major ideas in the project; and 3) to furnish one or more models of teaching units addressed to a particular social property, stated behaviorally and delineated as a sub-strategy. An extensive bibliography is included.

136. Maldonado, Bonnie Buckley. The Impact of Skin Color by Sex on Self Concept of Low Socioeconomic Level Mexican-American High School Students. Doctor's Thesis submitted to New Mexico State University, Las Cruces, New Mexico, May 1972. 126p. ED 066 284 (MF-$0.65; HC-$6.58).

The purposes of this dissertation were to determine (1) if self-concept is affected by the independent conditions of skin color and sex and (2) if self-concept is affected by the interactions resulting from the variables of skin color and sex. Two

hypotheses were tested: (1) that there would be no significant main effects between the variables of sex and students' perceptions of skin color on the self-concept of Mexican Americans from a low socioeconomic level and (2) that there would be no significant interaction effects between sex and skin color on the self-concept. This study was conducted in 2 New Mexico public high schools during 1971-72, and consisted of 174 Mexican American 10th, 11th, and 12th grade students for whom 4 data indices were available (scores on the Tennessee Self Concept Scale, scores on Hillingshead's Two-Factor Index of Social Position, classification as to skin color, and sex). Interviews with the subjects by the investigator provided information pertaining to self-perception of skin color in addition to the investigator's rating. Color transparencies were made of the hand and arm of each subject for evaluation by 1 Anglo and 2 Mexican American judges. Analysis of variance was done to determine any significant main effects and interactions followed by an After F Test. Where significant F ratios were obtained, the Neuman Keul's Multiple Comparison Test was applied to determine significant differences. Pearson's Coefficient of Concordance was used to determine significant correlations between the students', judges', and investigator's ratings of skin color. Findings partially supported hypothesis 1 and found no significant interaction effects in support of hypothesis 2.

137. Mangano, James F. and Towne, Richard C. Improving Migrant Students' Academic Achievement Through Self-Concept Enhancement. Genesco, New York: State University of New York, Center for Migrant Studies, [1970]. 55p. ED 049 868 (MF-$0.65; HC-$3.29).

The purpose of this research was to investigate whether an attempt to modify migrant parents' behavior in accordance with social psychological principles results in better academic achievement by their children. Specific aspects investigated were: (1) Can the images and expectations which migrant parents hold for their low-achieving children be positively modified? (2) Will systematically increased images and expectations as perceived by migrant children result in enhanced self-concepts of ability? and (3) Will enhanced self-concepts of ability result in significant increases in academic achievement? A sample of 21 children of Puerto Rican decent, 12 in the experimental group (aged 6 to 16) and 9 in the control group (aged 7 to 14), was utilized in a pre-post design. Data collected through the administration of the reading and arithmetic subtests of the "Metropolitan Achievement Test" and a Spanish translation of the "Michigan State General Self-Concept of Ability Scale" were analyzed by a 1-tailed t-test for related measures. The results indicated that the self-concept of ability for the experimental group increased significantly and that academic achievement of the experimental group, as measured by the instruments described, increased significantly.

138. Maracek, Jeanne and Mettee, David R. Avoidance of Continued Success as a Function of Self-Esteem, Level of Esteem Certainty, and Responsibility. Journal of Personality and Social Psychology, 22 (1): 98-107, April 1972.

Success Factors, Self Esteem, Responsibility, Status, Performance Factors, Cognitive Processes, Perception, Personality Theories, Individual Characteristics, Individual Differences.

139. May, Robert R. A Method for Studying the Development of Gender Identity. Developmental Psychology, 5 (3): 484-487, November 1971.

Role Perception, Socialization, Males, Females, Elementary School Students, Story Telling.

A group of 75 grade-school children showed a significant sex difference in deprivation/enhancement fantasy patterns indicating that these patterns meaningfully reflect issues of gender identity.

140. Mayer, Frank C. and Grant, John J. Operation Self-Image: A Combination Breakfast and Exercise Program that Produced Good Results. Journal of Health, Physical Education and Recreation, 43 (5): 64-65, May 1972.

Physical Development, Physical Education, Program Descriptions, Self Concept, Socially Maladjusted, Athletic Activities, Exercise (Physiology), Junior High School Students, Males

141. Maykovich, Minako Kurokawa. Reciprocity in Racial Stereotypes: White, Black, and Yellow. American Journal of Sociology. 77 (5): 876-897, March 1972.

Ethnic Stereotypes, Racial Recognition, Racial Attitudes, Ethnic Studies, Minority Groups, Role Perception.

Mutual and self perceptions of racial images of white, black, and Japanese Americans are studies among adult, college student, and school child age groups in California. The major hypothesis of this paper is that the amount of minority absorption of negative images is considerably less than twenty years ago.

142. Mazza, Paul and Garris, Donald. Shared Student Self-Evaluation. Personnel and Guidance Journal, 50 (9): 745-748, May 1972.

Counselor Role, Counseling, Consultants, Developmental Programs.

This article describes an innovative, child-oriented, self-development project that gives the child major responsibility for assessing his own developmental needs.

143. Mazza Paul and Tufte, Clark. Children See Themselves as Others See Them. Peabody Journal of Education, 49 (3): 235-238, April 1972.

Elementary School Students, Classroom Techniques, Video Tape Recordings, Self Evaluation, Student Behavior, Behavior Change

Children's behavior was recorded on video tape; children then viewed themselves from a different perspective and were encouraged to make self-assessments. No controls were used, but several examples of behavior improvement were noted.

144. McHolland, James D. Human Potential Seminars: An Approach to Turning on the Gifted Underachiever. Paper presented at the American Association of School Administrators Convention in Atlantic City, N. J., February 22, 1971. 9p. ED 047 349 (MF-$0.65; HC-$3.29).

It is contended that a person becomes an underachiever because of: (1) personality or psychological problems; (2) poor school preparation; (3) working toward underachievement as an assertion of independence; (4) inadequate self concept; and (5) poor impulse control. The bulk of the paper is devoted to describing the bases and procedures of two group approaches which the author uses with underachievers. One of these, the Human Potential Seminar, is specifically designed for those persons who are not using their potentiality but would like to be. The process is described. The other approach, termed Success Groups, focuses on those students who underachieve in order to demonstrate independence or retain dependence on their parents. These "committed" underachievers must be interrupted in their efforts. Contracts are made with the group and written commitments to specific grade point achievement goals are demanded. While academic achievement is the overall goal (success rate - 72%), results also indicate markedly improved self concepts.

145. McManus, Luther M., Jr. and Cunningham, James J. The New Breed - Black Activists. Washington, D.C., Federal City College, May 6, 1970. 35p. ED 044 077 (MF-$0.65; HC-$3.29).

This paper takes the position that if higher education is to serve the needs of black students, there must be a complete understanding of, and receptivity to, the needs of those students as they see them, and to the ways in which these needs can be met. University or college administrators must recognize the search for identity among black students as real and vital, that the black students need their Afro-American Societies and their Black Student Unions. It is recommended that black students be provided with facilities, advisors, financial support, and the opportunity to have meaningful dialogue with both faculty and administration. Furthermore, it is felt they need an education more suited to their needs and professors capable of teaching material relevant to blacks. The author feels that black students cannot be categorized with "white revolutionaries," because, unlike them, the black student desires to participate constructively to solve the many problems facing his community and the nation.

146. Means, Fred E. Self-Image--A Black Perspective. Journal of General Education, 24 (1): 51-58, April 1972.

Cultural Awareness, Negro Attitudes, Racism, Black Power, Racial Recognition, Self Esteem, Parent Influence.

"The racist nature of American society has made it extremely difficult for black people to develop positive individual or group images." The author cites a discussion with his sons, and concludes that black parents and leaders must share the task of building a positive black image.

147. Merenda, Peter F. and Others. Self-perceptions of Sicilian Male Youth. Perceptual and Motor Skills, 34 (1): 75-78, February 1972.

Self Concept, Perception, Males, Adolescents, Measurement Instruments, Measurement Techniques, Personality Theories, Self Evaluation, Individual Differences.

148. Merwin, Richard E., Jr. Personality Correlates of Social and Self Alienation in College Students. Amherst, University of Massachusetts, April 1971. 17p. ED 050 497 (MF-$0.65; HC-$3.29)

The purpose of this research was to isolate and study 2 separate alienation dimensions in relation to other personality characteristics associated with psychopathology. Social alienation and self alienation are conceived as psychological constructs here and distinguished conceptually in the following manner: social alienation is taken here as an individual's sense of detachment from and distrust of his social environment. Self alienation is conceived as an individual's sense of detachment from his own feelings, thoughts, and identity. Personality characteristics, especially those associated with psychopathology, were defined by elevations on the clinical scales of the MMPI. The hypothesis that social alienation would be related to indices of "psychoticism" was partially born out in the significant association between the social alienation scale and the related scales on the MMPI. Results also suggested a relationship between self alienation and "neuroticism;" however, there was a great deal of overlapping of the alienation measures.

149. Michael, John J. and Others. A Comparison of the Self-Report and the Observed Report in the Measurement of Self-Concept: Implications for Construct Validity. Educational and Psychological Measurement, 32 (2): 481-483, Summer 1972.

Validity, Measurement Techniques, Self Concept, Rating Scales, Self Evaluation, Observation, Test Construction, Comparative Analysis.

150. Minogue, Patricia M. A Classroom in Conflict," People Watching, 1 (1): 27-30, Spring 1972.

Individual Development, Affective Behavior, Social Behavior, Conflict Resolution, Psychological Needs, Socially Disadvantaged, Teaching Techniques.

Fifth grade students with socially deprived family backgrounds met weekly with a teacher for twenty minute discussions. They progressed from a need to resolve conflict, through sharing of thinking and objectives, to a degree of self-understanding and an awareness of one another's needs.

151. Minuchin, Patricia. The Schooling of Tomorrow's Women. School Review, 80 (2): 199-208, February 1972.

Women's Education, Open Education, Self Actualization, Educational Improvement, Educational Objectives, Feminism, Relevance (Educational).

Four goals or educational tasks seem pertinent for a school that would be relevant to

the development of a liberated young female: 1) minimization of stereotypes; 2) provision of broad exposure to experiences, ideas, and models; 3) education in skills for choice, problem solving, and evaluation; 4) enhancement of self-differentiation and self-knowledge.

152. Mom, They Like Me! Summary Report ICS (Improve Self Concept), A Three Year Innovative Pilot Project for Low Achieving Pupils. August 1970. 91p. ED 046 023 (MF-$0.65; HC-$3.29).

This project is based on the premise that a low self-concept can handicap a child's academic and social achievement to such a degree that a pattern of failure, frustration and "school dropout" is evidenced. The project design included the development of a 12-month program in three phases: (1) summer session, during which relationships between parents, teachers and pupils were developed; (2) a two-week camping program, the purpose of which was to learn through everyday living experiences; and (3) the school year program with its provisions for a personalized curriculum, self-paced instruction, on-the-spot counseling, and a continuous progress concept. Results indicated that the two-week camping program was the most valuable total unit of the project and self-pacing its most valuable single element. The research reported herein was funded under Title III of the Elementary and Secondary Education Act.

153. Morris, Clyde. Communication and Conflict Resolution: A Prototype Course for Undergraduates. December 1970. 27p. ED 050 090 (MF-$0.65; HC-$3.29).

To provide students with experience in conflict resolution, 44 undergraduates were trained in theories and practical methods of resolving conflicts and of communicating in their relationships with family, friends of the opposite sex, roommates, and peer groups. During five sessions of 3 hours each, the experimental sections explored by means of contrived situations (1) the importance of not putting one's ego "on the line," (2) destructive and constructive conflicts, (3) the problem of prejudice when seen as part of one's own psychological makeup, (4) consequences of revealing one's self to others in group discussion, and (5) the importance of labeling experiences to put them in proper context. Course evaluations were obtained from students through a 26-item evaluation form which identified the course's strengths and weaknesses, and from a pretest and post-test questionnaire which measured changes in their dogmatism, trust, and attitudes toward communication and conflict. An analysis of these tests indicated that, although no changes occurred in the students' dogmatism scores, the group changed positively in their attitudes toward conflict, in their self awareness and insight, and in their trust of each other. Appendices include a bibliography of suggested readings on conflict resolution, materials for role playing, and evaluation forms.

154. Mulhauser, Frederick A. Relationships of Space Utilization by Children with Selected Aspects of Behavior. Research Quarterly of the AAHPER, 43 (1): 7-15, March 1972.

Body Image, Kindergarten Children, Play, Self Concept, Space Orientation, Perception Tests, Psychomotor Skills, Research, Tables (Data), Intelligence Tests.

155. Murray, Allen and Willman, Barry. Success and Self-Conception: The Impact of Academic Grades on the Student Role Identities of Black and White Adolescents. Ottawa (Ontario), Canada Council; Cambridge, Mass., Harvard University, Laboratory of Social Relations; Washington, D.C., Science Foundation; Washington, D.C., Office of Education (DHEW). June 1971. 30p. ED 055 140 (MF-$0.65; HC-$3.29).

In this study, the extent to which variation in academic success is related to variation in adolescent identification with "student role" is examined. Particular attention is paid to how this relationship varies among adolescents of different races, social background levels, and school racial experiences. The data were collected from a 1966 survey of ninth-graders conducted in eight schools of varying racial mixtures in Pittsburgh. Self-concepts were measured by computer-based content analysis of "Who Am I?" responses. The authors conclude that level of scholastic achievement is positively related to frequency of identification with the student role.

156. Myers, Roger A. Career Development in the College Years. Journal of College Placement, 32 (3): 59-63, February-March 1972.

Vocational Development, Self Actualization, Career Choice, Occupational Choice.

The students' self-perception, development, esteem, and alignment with career roles can benefit from sensitive orchestration with a qualified counselor.

157. Nagler, Sylvain and Hoffnung, Robert. Teacher Expectations, Children's Perceived Powerfulness and School Performance. New Haven, Yale University, Connecticut Department of Psychiatry, March 1971. 25p. ED 049 335 (MR-$0.65; HC-$3.29).

The Children's Perceived Powerfulness Scale (CPPS) was administered to 1200 suburban elementary grade school children. At each of four grade levels, three classes were designated as High Powerful (HP) and three as Low Powerful (LP). Results indicate that children in HP classes were viewed more favorably by their teachers, obtained higher scores on standardized tests, and were judged to have fewer behavioral

problems than children in LP classes. The results are discussed in terms of the characteristics of classroom structure and teacher roles which may facilitate or inhibit feelings of powerfulness and, consequently, school performance of elementary school children.

158. Nicolaou, Abraham W. The Relation of Self Concept and Frustration to Aggression in Emotionally Disturbed and Normal Children Placed in Special and Regular Programs. March 1970. 9p. Newark, American Educational Research Association, Washington, D.C.; Delaware University. ED 042 224 (MF-$0.65; HC-$3.29).

The document discusses the effects of frustration on the aggressive behaviors of emotionally disturbed and normal children with high or low self concepts. Predicted were that greater amounts of verbal and behavioral aggression would be shown by: (1) emotionally disturbed subjects in special education classes than for subjects in non-frustration conditions; and (2) subjects with measured low self concept than for subjects with high measured self concept. Subjects were 32 emotionally disturbed and 32 normal male children, ages nine or ten. Results show that: (1) a) verbal aggression depends upon an individual's adjustment status, b) direct behavioral expression of aggression is unrelated to an individual's adjustment status; (2) a) verbal aggression shows an inverse association with the experimental treatment conditions, b) differences with respect to behavioral aggression are unrelated to treatment conditions; (3) there is no significant difference in verbal or behavioral aggression for high or low self concept children following frustration; (4) no significant interactions occur on the adjustment status, frustration and self concept level; and (5) children manifesting one type of aggressive response tend not to use the other.

159. Nordberg, Robert B. and Gierl, Erika. Broken, Brittle, and Brashy--Educating Minority Groups. Counseling and Values. 16 (4): 273-279, Summer 1972.

Minority Groups, Individual Needs, Counselor Role, Role Perception, Educational Objectives.

The minority condition itself poses no special considerations for teaching, counseling and the like. One's perception of himself, however, influenced by how others perceive him, is related to one's minority status and does have such implications. This article examines the applications of some principles of teaching and counselling of members of minority groups and cites a few examples of special programs.

160. Olsen, Henry D. The Effect of Compensatory Education Upon the Self-Concept of Academic Ability, Significant Others, and Academic Significant Others of Black and White Pre-College Students. Paper presented at the Annual Meeting of the American Educational Research Association, New York, N. Y., February 1971. 9p. ED 047 075 (MF-$0.65; HC-$3.29).

This research utilizes Brookover's social-psychological theory of learning by evaluating the level and/or change in self-concept-of-academic ability, significant others, and academic significant others of 121 black and white compensatory education students. As a result of exposure to compensatory education, there was a significant positive change in self-concept-of-academic ability for compensatory education students in general, as well as for blacks and whites. Males and females also had a significant positive change. The students identified parents, teachers, relatives, friends, offspring, spouse, and themselves as significant and academic significant others. There were significant changes in offspring, friends, teachers, spouse, and themselves as significant others, and themselves, spouse, offspring, and relatives as academic significant others as a result of compensatory education.

161. O'Mahoney, Terrence J. The Self Concepts of Profiling Technique: A Procedure for the Exploration of Self Concept Systems. Information System for Vocational Decisions. May 1970. 53p. Cambridge, Massachusetts, Harvard University, Graduate School of Education. ED 052 483 (MF-$0.65; HC-$3.29).

This report describes an instrument recently developed for profiling self concepts and provides some background through a discussion of the rationale and development of the procedure. The Self Concept Profiling Technique (SCPT) has both a projective and a paired comparisons phase through which are examined five occupational and occupationally-relevant self concepts: (1) self-as-a-person-at-work; (2) the ideal person for my job; (3) my ideal job; (4) ideal self; and (5) self-as-a-person-in-general. It is felt that this procedure permits vocation, with reference to specific occupations, to be empirically investigated. Initial results allow the conclusion that the SCPT has potential value in counseling and guidance, both in a diagnostic and an educative role, and may also be useful in educational and clinical contexts as well as in research.

162. Palomares, Geraldine Dunne. The Effects of Stereotyping on the Self-Concept of Mexican-Americans. Southwestern Cooperative Educational Lab., Albuquerque, New Mexico, 1970. 35p. ED 056 806 (MF-$0.65; HC-$3.29).

Purposes of this literature review on the Mexican American child were to explore the self-concept; cultural marginality, emphasizing resulting conflict and other

effects; the occurrence and effects of stereotyping; and the results of studies undertaken to measure self-concept. Findings included the following: (1) the manner in which a person is dealt with by "significant others," especially in the early years, is considered to have a great deal to do with that person establishing a satisfactory identity and a positive self-view; (2) Mexican American children have been found to experience ever-present conflicting demands and pressures to do and be at school something other than what they do and are in the subculture; (3) many educators are seen to hold stereotypic views of Mexican American children due to overgeneralization of the literature regarding specific Mexican American populations--this affects the children's performance, as is maintained in the "self-fulfilling prophecy" theory; and (4) due to inclusiveness of research on the Mexican American child's self-concept, the broadly accepted idea that Mexican American children, as a group, have a negative self-concept is a stereotypic view. Discussion of the review concludes that educators, "by seeing all or most Mexicans as 'fatalistic,' 'unable to delay gratification,' 'lazy,' 'dependent,' 'having negative self-concepts,' etc., and then reflecting these beliefs to the children with whom they deal," are forcing the Mexican American child either to reject the majority culture or to deny what he is. The only recommendation is to research why the Anglo insists on cultural homogeneity.

163. Paxton, S. Gabe, Jr. A Study of the Composite Self-Concept of the Southwestern Indian Adolescent; An Inservice Action Research Project of Sherman Institute. Supplement Issues--429-S. Washington, D.C., Bureau of Indian Affairs (Department of Interior). February 15, 1966. 32p. ED 052 878 (MF-$0.65; HC-$3.29).

The purpose of this study was to investigate the self-concept of the southwestern Indian adolescent. Hypotheses tested were: (1) that a selected sample of self-reference statements can be used to obtain a composite self-concept of the Indian adolescent; (2) that the composite self-concept of the Indian adolescent varies according to tribal groups; and (3) that a self-concept rating system can be obtained from the derived data. A Q-instrument containing 50 self-reference statements was developed by the investigator, who administered the instrument to 411 Indian adolescents selected from Sherman Institute, Riverside, California; these students represented 5 southwestern tribal groups: 100 Navajos, 100 Pimas, 96 Papagos, 90 Apaches, and 25 Hopis. The investigator made an item analysis and accepted a group response if it comprised more than 67% or less than 34%. It was concluded that a composite self-concept of the Indian adolescent can be obtained using Q-technique methodology. While there were some self-concepts common to all five tribal groups, data indicated that there were also important and definite variations as to tribal perceptions of self and that a self-concept rating system can be obtained from the derived data and is desirable.

164. Payne, Bill F. and Dunn, Charleta J. An Analysis of the Change in Self Concept by Racial Descent. Journal of Negro Education, 41 (2): 156-163, Spring 1972.

Racial Attitudes, Group Guidance, Changing Attitudes, Test Results, Disadvantaged Youth, Verbal Development, Cognitive Processes, Student Attitudes.

Factors examined in this study indicate that group guidance experiences are an important agent of change in self concept, particularly in the way a person perceives how others see him.

165. Peter, David R. and Shreiner, Philip J. The Effects of Television and Expect Feedback on Self-Perception. Los Angeles, California University, Graduate School of Business Administration, April 1970. 27p. ED 042 192 (MF-$0.65; HC available from University of California, Los Angeles, Calif., Graduate School of Business Administration, Division of Research).

This field experiment investigated the effects of confronting people with different types and timings of descriptive feedback on their presentations of self. The experimental subjects were 28 male graduate students. The subjects made three-minute informal presentations on a personal topic and then received feedback on their individual performances. Feedback types and sequences were: (1) T.V. video-tape replay; (2) expert description, and then delayed T.V.; and (3) no immediate feedback (control) followed by delayed T.V. Semantic differential instruments, developed to assess the visual and vocal self, were administered before, during and one week after the experiment. The results indicate that: (1) immediate T.V. feedback had a stronger effect upon the structures of the self-percepts than did expert feedback or no feedback, but the differential effects were not always significant; (2) subjects in all three group-conditions first shifted significantly toward self-attitudes which were more favorable; (3) both types of change were greater for subjects with less speaking ability; and (4) the revised self-assessments were not altered further by any delayed T.V. feedback and were maintained over a follow-up period of one week.

166. Peterson, Kenneth. Integrity Development as a Curricular Basis. Education, 92 (2): 9-12, November-December 1971.

Curriculum Development, Educational Experiments, Integrity, Models, Self Actualization, Behavior Standards, Social Values, Maturation.

A discussion of Integrity Development, an alternative curriculum model, in operation at San Andreas High School, Larkspur, California.

167. Peterson, Kenneth and Bertino, Eleanor. Group Process for Developing Self-Esteem in High School Students. College Student Journal, 5 (3): 6-11, November-December 1971.

High School Students, Group Dynamics, Self Esteem, Student Development, Parent Participation, Program Descriptions, Student Participation, Group Relations, Interpersonal Relationship, Student Teacher Relationship, Problem Solving.

168. Piers, Ellen V. Parent Prediction of Children's Self-Concepts. Journal of Consulting and Clinical Psychology, 38 (3): 428-433, June 1972.

Parent Child Relationship, Self Esteem, Parent Attitudes, Parent Role, Childhood Attitudes.

It is suggested that parent attitudes may be the most significant factor, and that satisfaction with the child, rather than just awareness of his feeling, may be the more crucial issue in the perception of him as needing or not needing professional help.

169. Pietrofesa, John J. Racism Within the Context of Phenomenology: The Self Concept. Counseling and Values, 16 (4): 288-289, Summer 1972.

Psychological Characteristics, Psychological Needs, Behavior Patterns, Racism, Educational Objectives.

A phenomenological approach to man involves self concept, perceptual field and resulting behavior. Racism to be thoroughly understood must be placed in such perspective, encompassing the racist, the object of the racism and the society which permits it to exist.

170. Podd, Marvin H. Ego Identity Status and Morality: The Relationship Between Two Developmental Constructs. Developmental Psychology, 6 (3): 497-507, May 1972.

Developmental Psychology, Moral Values, Electrical Stimuli, College Students, Measurement Instruments, Task Performance, Performance Factors.

Results of the study generally support the position that moral ideology is related to identity status.

171. Porter, Judith D. R. Black Child, White Child: The Development of Racial Attitudes. 1971. 287p. Ed 049 328 (Available from Harvard University Press, Cambridge, Mass. $8.95).

In Part One of this study of both racial attitudes in and the influence of race on social interaction between preschool children, "The Acquisition of Racial Attitudes," there is a discussion of mechanisms of racial attitude transmission, and a review of other studies. Part Two, "Sociological Correlates of Racial Attitude Formation," describes the methods of inquiry used, including the TV-Story Game, an analysis of doll choice by race and age, and social class, contact, and shade of skin color as correlates of racial attitude formation. Part Three, "The Effects of Racial Attitudes on Personality and Interaction," discusses racial self-concept, the personal dimension of self-esteem, and actual playmate choice in a desegregated setting. Part Four focuses on the implications of the data for theory, research, and public policy. The coding scheme for comments and free play, and self-portrait and story code sheets are appended.

172. Powell, Evan R. and White, William F. Affect Structure and Achievement in a Select Sample of Rural Negro Children. Journal of Negro Education, 41 (1): 53-56, Winter 1972.

Self Concept, Peer Relationship, Negro Students, Academic Achievement, Self Esteem, Elementary School Students, Rural Youth, Southern Community, Affective Behavior.

173. Powell, Gloria J. and Fuller, Marielle. School Desegregation and Self-Concept: A Pilot Study on the Psychological Impact of School Desegregation on 7th, 8th and 9th Graders in a Southern City. Los Angeles, University of California, Neuropsychiatric Institute, March 1970. 35p. ED 048 391 (MF-$0.65; HC not available from EDRS).

This pilot study on the psychological impact of school desegregation on seventh, eighth, and ninth graders in a Southern city was done by giving a Self-Concept Scale and a Socio-Familial Questionnaire to 614 white and black students in segregated and desegregated schools. In addition to comparing the effect of desegregation, the investigators are interested in identifying the variables related to positive or negative self concepts. The report concludes that there is a self concept gap between Negro and white students, with Negro students having significantly higher scores than white students on the self concept scale. Those Negro students achieving the higher self concept scores are those in segregated or predominantly black schools. [This document is not available in hard copy due to marginal legibility of the original. Also, part of the bibliography (page 22) was missing from the original.]

174. Powers, Gerry M. and Others. A Research Note on the Self-Perception of Youth. American Educational Research Journal, 8 (4): 665-670, November 1971.

Caucasian Students, Secondary School Students, Disadvantaged Youth, Suburban Schools.

Differences in self-image and selected educational variables for Black Jewish, white, and non-Jewish-white youths in an integrated, inner-suburban high school were determined. Blacks tended to be lower on common educational measures but higher in self-image than the other groups.

175. Proceedings of the Eighteenth Annual Convention of the Christian Association for Psychological Studies. Theme: Christian Self-Esteem. Grand Rapids, Michigan, Christian Association for Psychological Studies. April 1971. 137p. ED 054 508 (MF-$0.65; HC-$6.58).

This volume represents the collection of all papers presented at the convention (April, 1971) of the Christian Association for Psychological Studies, whose theme was "Christian Self-Esteem." Some of the titles include "A Demonstration of an Affective Counseling Technique," "Self-Image and Self-Esteem--A Christian Psychiatric Appraisal," "Concepts of Validity in the Measurement of Self-Esteem," "Self-Esteem: A Function of Ego Strength," "Self-Esteem and the Classroom," "Self-Esteem and Self-Actualization," and "Social Conditioners of the Self-Concept." Nineteen papers were presented at the convention.

176. Program for Effective Learning; A Guide for Teachers of Migrant Children. Little Rock, Arkansas State Department of Education. August 1969. 45p. ED 050 838 (MF-$0.65; HC-$3.29).

The approach taken in this program is based on the assumption that children are placed in heterogeneous classes with children of varied abilities and socioeconomic backgrounds. Although migrant children may be given special attention through small group activities specifically designed to meet their needs, these children should be given the opportunity to see that all children are different from others in many respects and that, because migrant youth may be different, they are not inferior. The theoretical foundation purports that effective communication among children is of paramount importance. As children become involved with one another in relevant activities, they will be motivated to learn. The teacher acts as a facilitator/director/resource person in the learning process. The self-concepts of children will improve as they become (1) aware of their similarities and differences compared to others, (2) confident of their abilities, and (3) knowledgeable of acceptable social interaction. Their self-images will be improved if they are

successful in school. In the teachers' guide, a program for effective learning is examined; activities for promoting emotional growth in migrant children (Magic Circle) and for future orientation are described; and activity units, based on Arkansas curriculum guide activities, are presented by grade level (K-6).

177. Purkey, William Watson. Self Concept and School Achievement. 1970. 91p. ED 058 359 (Available from Prentice-Hall, Inc., Englewood-Cliffs, N.J. $2.50).

The purpose of this book is to help make what is known about self concept an important part of what goes on in schools. "Self theory" is neither an established fact nor an all-inclusive theory of human existence. Some students who esteem themselves highly do not achieve highly in school, and some researchers have thus not found an inevitable relationship between self-esteem and scholastic success. However, the overwhelming body of contemporary research points consistently to the relationship between self-esteem and academic achievement, and suggests strongly that the self concept can no longer be ignored by parents and teachers. In Chapter Two, the strong and persistent relationship between self concept and academic achievement is explored, and it is shown why there is deepening discontent with the notion that human ability is the overwhelming factor in academic success. Chapter Three is concerned with how the self begins, how it develops in social interaction, and what happens to it under the impact of school. In Chapter Four, ways are suggested for the teacher to become a significant force in building positive and realistic self concepts in students.

178. Redfearn, David. Level of Expectation, Actual Performance, and Reactions to Success and Failure in Three Ethnic Groups. Los Angeles, University of California. 1969. 16p. ED 043 704 (MF-$0.65; HC not available due to marginal legibility of original document).

In this experiment, the effects of attainment or nonattainment of self-set goals are assessed in individuals of three ethnic groups (white, black and Mexican-American), both pre- and post-desegregation. The method used to test level of expectation, actual performance, and reactions to success or failure is a simple ring toss game. Subjects varied the difficulty of the task by standing at various distances from the target peg, indicated their expected performance on the task, and tossed the rings. On consecutive trials and across years, the subjects' patterns of dealing with their actual performances were recorded. Mexican-American subjects, on the whole, are most capable on the ring toss task and have the most realistic expectations; white subjects overestimate the most and have the lowest actual scores. Ethnic group differences on these variables decrease after desegregation. Mexican-American subjects were found to have a more realistic

increase in confidence following desegregation; and black children, highest in expectations, showed an overall decrease in anxiety.

179. Reimanis, Gunars. Effects of Experimental IE Modification Techniques and Home Environment Variables on IE. Paper presented at the 79th Annual Convention of the American Psychological Association, Washington, D. C., September 1971. 13p. ED 057 899 (MF-$0.65; HC-$3.29).

The research presented in this document has two main hypotheses: (1) From locus of control theory, it was predicted that a warm, supportive, and consistent or stable home environment relates positively to internal control; (2) Methods derived from locus of control theory which increase an individual's observation and experience of behavior-effect contingencies give rise to more internality. Three samples were used to assess home environment correlates of locus of control. Another three samples were used to assess the validity of the second hypothesis. General conclusions are that the research at least partly supported the first hypothesis. There were sex differences in all samples with respect to the internal controls. For males, a warm, supportive, and consistent home environment related positively to internality. For females, there was support for the notion that less stable home conditions force girls to seek more self-reliance and become more internal. The second hypothesis was supported by the finding that perception of internal reinforcement control increased in early graders and college students at the conclusion of locus of control counseling efforts.

180. Rezler, Agnes G. and Anderson, Alexander S. Focused and Unfocused Feedback and Self-Perception. Journal of Educational Research, 65 (2): 61-64, October 1971.

Feedback, Self Concept, Self Evaluation, Video Tape Recordings, Behavioral Objectives

181. Rivera, William M. Reflections on the Forces for Adult Re-Socialization and Thoughts on the Self as Capable of "Re-emergence". Syracuse, New York, Syracuse University Research Corporation, New York Educational Policy Research Center. February 1972. 22p. ED 059 427 (MF-$0.65; HC-$3.29).

Re-socialization as renewed social assimilation and accommodation, with emphasis on the possibility of such renewed stress to bring out self-redefinition, is discussed. The discussion is centered around (1) a tentative typology of forces for re-socialization, (2) a view of adults as having three basic attitudinal strategies toward life, and (3) a flow-chart that may serve as a paradigm for re-socialization theory. The

three major forces for re-socialization are cited as being: (1) Cultural transition; rural to urban area, migration to new country, career shift, and social status shift; (2) Critical social interaction: social conflict, social institutionalization, and brainwashing; and (3) Personal crux: physical accident, familial loss, responsibility shift, religious experience, and age crisis. The three major attitudinal strategies that can be attributed to the individual are: problem-solving types, conforming types, and ambiguous types. These three types are described as to traits and behavioral responses to the environment. The re-socialization paradigm, in the shape of a tree, shows the basic influences on a human organism (genetic developmental, and environmental), two basic socializations (general and occupational), a disturbance to the norm, re-socialization, and three possible re-directions that occur.

182. Roberts, Churchill. The Effects of Self-Confrontation, Role Playing, and Response Feedback on the Level of Self-Esteem. Speech Teacher, 21 (1): 22-38, January 1972.

Role Playing, Oral Communication, Self Esteem, Feedback, Conditioned Response.

The purpose of this study was to investigate some of the ways in which self-esteem might be enhanced.

183. Robertson, Douglas J. The Effects of an Intergrade Tutoring Experience on Tutor Self-Concept. Paper presented at Annual Conference of the California Educational Research Association, San Diego, April 30, 1971. 8p. ED 059 769 (MF-$0.65; HC-$3.29).

The effects of an intergrade tutoring experience on the self-concepts of 93 fifth-grade students who tutored 31 first-grade students in the attainment of sight words are described. The study tested and analyzed the hypothesis that there will be no significant difference in the posttest semantic differential mean scores among groups on the concept "Self." Two experimental groups and one control group were used. A modified Pretest-Posttest Control Group Design was employed. The actual tutorial sessions were held 30 minutes per day, three days per week over a two-month period. The semantic differential was used to assess the self-concepts of the fifth-grade subjects, and a distinct, one-way analysis of variance was applied to test the null hypothesis. The results indicated that the fifth-grade student tutors developed significantly different and more positive self-concepts. Factors that contributed to this result were that the student tutors were thoroughly trained in tutoring behaviors and procedures, given a well-defined set of tasks to accomplish, given demonstrations on how to employ the program materials, provided with opportunities to role play the part of the first grader and the fifth grader, informed as to the purposes and expected outcomes of the program, and directly involved in the evaluation process.

184. Rogers, Donald J. How to Teach Fear. Elementary School Journal, 72 (8): 391-395, May 1972.

Fear, Academic Aspiration, Educational Attitudes, School Environment, Academic Achievement, Teacher Role, Values, Personal Growth.

Formula for teaching fear is to create an atmosphere in which achievement is valued over personal worth, in which blame is more common than understanding, and in which the opinion of others is more important than the opinion of self.

185. Role of Social Reinforcement Parameters in Improving Trainee Task Performance and Self Image. Manpower Research Visibility, 47 (1): 88-91, January 1972.

Social Reinforcement, Negro Youth, Lower Class, Manpower Development, Adolescents, Social Influences.

Reports four experiments conducted to test the effect of type of reward and source of social reinforcement on task performance and self image of black working-class adolescents. Manpower Research Visibility is a supplement to American Vocational Journal.

186. Ruedi, Jane and West, Charles K. Pupil Self Concept in an "Open" School and in a "Traditional" School. 14p. ED 066 217 (MF-$0.65; HC-$3.29).

The self concept of fourth (N=9), fifth (N=9), and sixth (N=6) grade children, using Gordon's How I See Myself Scale, were compared in the open and traditional school environments to determine if open-school students' scores would be significantly higher in composite self concept and in each of the factors of Autonomy, Interpersonal Adequacy, Academic Adequacy, and Teacher-School. Students from both types of schools were matched on the basis of grade and Staford Achievement Word Meaning scores. The results did not support the hypothesis, nor did they support the claims of "open" schooling advocates. One factor, Teacher-School, appeared to be the most amenable to modification by an open schooling treatment. The subject population of this study was not large and doubt is expressed about using a single criterion, that is, self concept, for evaluating schools.

187. Sacks, Susan Riesner. Influence of Black Is Beautiful Program on Black Adolescents' Drawings and High Status Job Selections. Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., February 1971. ED 047 056 (MF-$0.65; HC not available due to marginal legibility of the original document).

Drawings of men by black boys, collected Spring 1969, at two junior high schools--one with a Black is Beautiful (BB) program, found twice as many (34 percent) black men drawn in BB school. Of 186 total drawings, 24 percent were unmistakably black, 263 "You" and "They" forms of the Choose-a-Man task being completed in the two schools along with 100 from North Carolina. Students themselves ("You") overwhelmingly hired black store managers from four photographs, varying from Caucasian to Negroid. BB program students thought the store ("They") would select a black manager; non-program and North Carolina students thought a non-black would as frequently become manager. [Not available in hard copy due to marginal legibility of the original document.]

188. Salazar, John H. Self-Designation Patterns of a Traditional Ethnic Minority in the Identity Crisis. Paper prepared for the Third World Congress for Rural Sociology, Baton Rouge, Louisiana, August 22-27, 1972. August 27, 1972. 26p. ED 066 256 (MF-$0.65; HC-$3.29).

The process of self-identification by persons of Mexican and other Spanish ancestry and its relationship to reference group theory is discussed. The study examines the relationship patterns between such independent variables as age, sex, years of formal education, birthplace, birthplace of parents, and language spoken in the home with various forms of self-identity concepts. Three types of reference groups were used: (1) positive reference groups (the individual's cultural group guides his behavior), (2) negative reference group (the individual opposes or rejects his cultural group), and (3) aspirational reference group (the group into which the individual desires to be accepted). The sample consisted of 228 families from predesignated residential dwellings, blocks, and census tracts having moderately large concentrations of families of Mexican or other Spanish extraction (only 150 interviews were completed). The sample consisted of 48% males and 52% females. The findings indicated that 54% preferred "Mexican American" for purposes of designation in official Census Bureau forms; 43% of females preferred Mexican American for self-designation purposes; Mexican/Mexicano was preferred by the less educated, while the more educated preferred Mexican American; and foreign born persons preferred Mexican/Mexicano or Mexican American while native Americans chose Mexican American or Chicano. The study concentrated on West Texas; it was decided that a major weakness of this study was the rather small sample size which did not consider the self-designation patterns of other regions and localities.

189. Sanoff, Joan. Self Awareness Through the Creative Arts. May 1971. 28p. Raleigh, North Carolina State Department of Labor. ED 051 338 (MF-$0.65; HC-$3.29).

The development of a positive self concept through various art forms provides the

foundation for an exploratory course presented to a group of enrollees in the New Careers Program. The students, whose work is here presented, are receiving on-the-job training in child development centers while receiving classroom instruction to prepare them as preschool assistant teachers. The New Careers Program seeks to create a category of jobs in the human service field which will provide a "career" ladder through which individuals of low income and minimal education can progress from an entry level position up to a professional rank if educational requirements are met. Exercises centering on the creative arts can be designed to modify the self concept and self esteem of students. The quality of the environment provides the raw materials upon which children can project themselves: art, poetry, dramatics, and choice of books. Genuine liking and respect for children is shown by offering such opportunities for the development of individuality.

190. Sappenfield, Bert R. Social Desirability, the Halo Effect, and Stereotypical Perception in Person Perception and Self-Perception. Perceptual and Motor Skills, 33 (3): 683-689, December 1971.

Perception, Social Relations, Interpersonal Relationship, Self Concept, Stereotypes, Psychological Testing, Sex Differences, Parent Child Relationship, Personality Theories, College Students.

191. Schab, Fred. Adolescent Morality: A Comparison of White and Negro Concepts of Selves and Others. Contemporary Education, 43 (5): 284-286, April 1972.

Adolescence, Moral Values, Values, Self Concept, Social Attitudes, Negro Attitudes, Comparative Analyses.

192. Schleicher, Kurt Walker. The Effects of a Parent Education on the Self-Concept, Achievement, and Behavior of Educable Mentally Retarded Negro Pre-Adolescents. Charlottesville, University of Virginia, 1969. 105p. ED 047 280. Ed.D. Thesis. (Available from University Microfilms,300 N. Zeeb Rd., Ann Arbor, Mich. 48106, Order No. 70-8057; MF-$4.00, Xerography-$5.20.)

This study determined whether a systematic program of parent education for a period of six weeks would effect significant changes in the self-concept, attitude, behavior, and academic achievement of the mentally retarded children of these parents. Two groups of educable mentally retarded Negro pre-adolescents were compared on measures of self-concept, attitude, behavior, and academic achievement. The experimental group consisted of 16 subjects, and the control group, of

20. All subjects were enrolled in classes for the educable mentally retarded in a rural public school division. Their chronological ages ranged from seven through ten, and their Wechsler Intelligence Scale for Children IQ scores ranged from 50 through 80. They all came from low socioeconomic home environments. The subjects were tested prior to and subsequent to the sex-week parent education program, with five instruments. The findings failed to support the thesis that the six-week parent education program would effect significant positive changes in self-concept, attitude, behavior, and academic achievement of the Negro educable mentally retarded pre-adolescents when compared with a control group whose parents did not receive the educational program.

193. Schoenfield, Jacob and Donner, Lawrence. Student Psychotherapists' Specialty Choices and Changes in Their Perception of Self and Patient. Journal of Medical Education, 47 (8): 645-651, August 1972.

Medical Education, Student Attitudes, Psychotherapy, Self Concept, Student Reaction, Medical Students.

194. Schultheis, Sister Miriam. Building a Better Self Concept through Story Book Guidance. Paper presented at the Language Arts and Reading Conference, Ball State University, Muncie Indiana, June 22-23, 1970. June 1970. 6p. ED 044 251 (MF-$0.65; HC-$3.29).

Bibliotherapy, identifying with a storybook character, is one of the best ways for a child to gain insight into himself and to have a better understanding of himself and others. To begin this technique, it is necessary for the teacher to become well-acquainted with children's books so that he may be able to give capsule summaries of appropriate stories when the right time comes. The teacher might also categorize books for easy access according to children's problems and needs. Such categories might include problems of (1) appearance; (2) physical handicaps; (3) siblings, place in family, new baby; (4) acceptance by peer group or by oneself; (5) atypical unhappy home situation; (6) economic insecurity and unsettled living; (7) foreign or different backgrounds; and (8) need for diversion. Group guidance sessions are one of the best ways to introduce bibliotherapy. Examples of books corresponding to children's needs and problems and references are included.

195. Schwartz, Alfred. When Man Understands Himself. Educational Leadership, 29 (2): 133-135, November 1971.

Self Concept, Cross Cultural Studies.

196. Sciara, Frank J. Perceptions of Negro Boys Regarding Color and Occupational Status. Child Study Journal, 1 (4): 203-211, Summer 1971.

Self Esteem, Ethnic Stereotypes, Black Power, Pictorial Stimuli, Cultural Images.

In a controlled study, 70 fourth grade Negro boys ascribed high status occupations to Negro men with light coloring and low status occupations to Negro men with dark coloring. Findings seem to indicate that the new sense of unity and emphasis upon black pride has had little effect upon young subjects.

197. Sciara, Frank J. A Study of the Acceptance of Blackness Among Negro Boys. Journal of Negro Education, 41 (2): 151-155, Spring 1972.

Negro Students, Negro Youth, Self Concept, Negro Attitudes, Self Esteem, Negro Culture, Cultural Pluralism, Identification (Psychological), [Projective Picture Inventory].

198. Sears, Mary Olive. Effects of a Student Centered Procedure on the Self Concepts and Writing Practice of College Freshman. (Ph.D. Dissertation) Tallahasee, Fla., Florida State University, 1970. 93p. (Available from University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106; Order No. 71-7102: MF-$4.00, Xerography-$10.00).

199. Sievert, Norman W. The Role of the Self-Concept in Determining an Adolescent's Occupational Choice. Journal of Industrial Teacher Education, 9 (3): 47-53, Spring 1972.

Occupational Choice, Self Concept, Occupational Guidance, Vocational Education, Correlation, Adolescents, High School Students, Q Sort, Achievement.

200. Simon, William E. and Bernstein, Edward. The Relationship Between Self-Esteem and Perceived Reciprocal Liking: A Sociometric Test of the Theory of Cognitive Balance. Journal of Psychology, 79: 197-201, November 1971.

Self Esteem, Perception, Interpersonal Relationship, Cognitive Processes, Personality Theories, Grade 6, Social Relations, Individual Characteristics, Reactive Behavior, Behavioral Science Research.

201. Smith, Lois Ann. The Relationship Between Expectations for Children's Behavior and the Self Structure in College Education Students. Illinois School Research, 8 (1): 16-19, Fall 1971.

Education Majors.

Results of a study indicating that education students with low self concept scores tend to be more extreme in their expectations for children's behavior, while those with high self concept scores tend to be more realistic in their expectations.

202. Soares, Anthony T. and Soares, Louise M. Expectancy, Achievement, and Self-Concept Correlates in Disadvantaged and Advantaged Youths. Paper presented at the American Psychological Association Annual Convention, Washington, D.C., September 1971. 9p. ED 056 134 (MF-$0.65; HC-$3.29).

This study sought to determine the self-concept level, expectancy of success in school subjects, and actual achievement in those subjects of disadvantaged youths in high school in comparison to advantaged boys. The subjects (Ss) consisted of 100 disadvantaged and 100 advantaged boys from an urban integrated high school. No Ss were in the college preparatory curriculum. The level of aspiration was determined by requesting Ss to set down the grades they thought they would get at the end of the semester in two courses, English and science. Then, the actual achievement was obtained at the end of the semester. Self-concept was measured with a standard semantic differential instrument. Disadvantaged youths, in comparison to advantaged males, showed higher course-grade predictions, more positive self-concepts, and lower achievement. It may well be that disadvantaged boys, due in part to an inconsistent pattern of past achievement and lower achievement motivation, are less realistic and more variable than advantaged boys about future achievement levels.

203. Soares, Anthony T. and Soares, Louise M. Interpersonal and Self-Perceptions of Disadvantaged and Advantaged High School Students. Paper presented at the 78th Annual Convention of the American Psychological Association, Miami Beach, Fla., September 1970. 6p. ED 043 696 (MF-$0.65; HC-$3.29).

Disadvantaged and advantaged high school students were tested for their self-concepts and their perceptions of their teachers' views of them. The teachers' perceptions of these students were also measured. From the vocational classes of an urban integrated high school, a sample of 91 disadvantaged students (66 males and 25 females) and 71 advantaged students (54 males and 17 females) were randomly selected. The twelve teachers of these students were also involved. Disadvantagement was determined in terms of annual family income (less than $4,000), living quarters

(low-rent tenements or subsidized housing), and receipt of state aid or welfare funds. There was a minority composition of over 50 percent Negroes and Puerto Ricans among the disadvantaged students, and a white majority of 75 percent among the advantaged. An inventory of 40 bipolar traits was given to the students, and the teacher group was given some traits but with instructions to rate each of the students in the sample who were in the instructor's class. It was found that disadvantaged students view themselves similarly to how they believe others look at them, but the teachers actually see them less positively. However, teachers tended to think more highly of advantaged students.

204. Soares, Louise M.; Soares, Anthony T. Self Concepts of Disadvantaged and Advantaged Students. 7p. Paper presented at the 78th Annual Convention of the American Psychological Association, Miami Beach, Fla., September 1970. ED 042 871 (MF-$0.65; HC-$3.29).

The specific intention of this study was to determine whether samples of disadvantaged students showed positive self-images (as had been shown by some previous researches) and whether these are maintained when disadvantaged children move out of their neighborhood schools to the more integrated environment of the high school. Seven hundred and seven subjects from an urban school system used in the study were comprised of 309 disadvantaged students (138 in elementary school, 171 in secondary school; 184 boys, 125 girls) and 398 advantaged students (186 elementary, 212 secondary; 199 boys, 199 girls)--the criterion of "disadvantage" having been defined according to family income (less than $4,000 per annum), welfare aid status, and housing in low-rent or subsidized tenements. A self-perception instrument using 40 bipolar traits expressed in sentence form were presented to the subjects. An analysis of variance statistical design was applied to the index scores obtained. The results showed that disadvantaged children of all ages had higher self concepts than advantaged children, but that disadvantaged high school students were not as high in self concept as disadvantaged children at the elementary school level. Tables of test results are appended.

205. Soares, Louis M. and Soares, Anthony T. A Study of the Interpersonal Perceptions of Disadvantaged Children. Paper presented at the American Psychological Association Annual Convention, Washington, D.C., September 1971. 9p. ED 055 125 (MF-$0.65; HC-$3.29).

An investigation was made into the various dimensions of disadvantaged children's self-perceptions in comparison to the interpersonal perceptions of them held by the significant adults in their environment--teachers and parents--both before and after a special summer program developed especially for the improvement of academic skills of the disadvantaged. The assumption was that, if the children were enabled to succeed in the other areas of the program--particularly in reading and arithmetic--

they might also begin to hold a more positive attitude toward themselves, and the others' view of them might also improve accordingly. There were 63 children enrolled in a suburban community's Summer ESEA Project for its own disadvantaged. The program was carried on for six weeks in grades one to six, with provision made for reading and arithmetic remediation, nature study, arts and crafts, physical education, and personal health care. The instrument utilized for measuring self-perceptions, the Self-Perception Inventory, measures Self-Concept, Ideal Concept, Reflected Self-Classmates, Reflected Self-Teachers, and Reflected Self-Parents.

206. Spache, George D. Good Reading for the Disadvantaged Reader: Multi-Ethnic Resources. 1970. 220p. ED 046 637 (Available from Garrard Publishing Co., Champaign, Ill.)

Ways of improving reading instruction among the disadvantaged minority groups in our population is the concern of this book. It is the stated hope of the author that this book will alert teachers to the need to help pupils find books with which they can identify--ones in which they can find positive images of their race or ethnic type. To promote a better understanding of the disadvantaged person, chapters are presented concerning the self-concept, building the self-concept, and reading instruction with the disadvantaged. Following this, books and other teaching materials are listed to help teachers promote a positive self-concept for minority students. A brief annotation is provided for each title. The lists are extensive and include materials for the Black American, the American Indian, Eskimos, inner-city life, the Mexican-American and migrant workers, Orientals, and Puerto-Ricans. Additional booklists are concerned with reading improvement, social science and science, materials for instructional units, audio-visual resources, and professional resources. Finally adult literacy is discussed and materials are presented for helping to educate adult illiterates and school dropouts. Title and author indexes and the names and addresses of publishers are included.

207. Spears, William D. Determination of Mean Squared Distances in Semantic Space From Correlation Coefficients. Psychological Reports, 29 (3): Part 2, 1160-1162, December 1971.

Research Methodology, Measurement Techniques, Computers, Concept Formation, Self Concept.

208. Spilka, Bernard. Alienation and Achievement Among Oglala Sioux Secondary School Students. Final Report. August 1970. 529p. ED 045 225 (MF-$2.00; HC-$26.55).

As a final report on alienation and achievement among 753 Oglala Sioux secondary school students on the Pine Ridge Reservation, this document attempts to portray the circumstances affecting the Indian child in school. To provide a basis for comparision, the sample also contained 855 white secondary school pupils. General findings which are believed to contribute to the Indian child's severe cultural disruption are that alienation increases as intelligence and achievement decline; that alienation tends to be significantly greater among those who do not continue their education than among those who continue attending school; that as degree of Indian blood increases, intelligence and achievement measures decline; and that as Indian children progress through school, alienation scores tend to be reduced and IQ increased. It is also noted that teacher role is believed to play a significant part in academic success of the Indian student. It is concluded that (1) factors of political and economic realities in which Indian students exist override immediate local influences and (2) any thoroughgoing program must deal with the fact that poor performance or failure to complete schooling is very much a function of alienation on the part of the child in a conflicted community where middle-class values clash with residues of the Indian cultural heritage.

209. Stabler, John R. and Others. The Measurement of Children's Self-Concept as Related to Racial Membership. Child Development, 42 (6): 2094-2097, December 1971.

Psychological Studies, Preschool Children, Racial Attitudes, Childhood Attitudes, Measurement Techniques, Racial Differences, Personal Values, Color Presentation.

210. Stade, George. Modernism and the Liberal Education Front. College English, 33 (7): 744-755, April 1972.

General Education, Student College Relationship, Individual Development, Self Concept, Self Expression, Educational Accountability, Educational Responsibility.

211. Stanwyck, Douglas J. and Felker, Donald W. Measuring the Self-Concept: A Factor Analytic Study. Paper presented at the Annual Meeting of the National Council on Measurement in Education, New York, New York, February 1971. 11p. ED 053 161 (MF-$0.65; HC-$3.29).

This study attempts to determine whether the Piers-Harris Self-Concept Scale is

appropriate for use with varying population types, and whether the dimensions identified by it are sufficiently consistent across samples to allow some clarification of the nature of self-concept in children.

212. Steele, Carolyn I. Sex Role Identity of Adolescent Girls in Foster Homes and Institutions. Child Welfare, 51 (6): 375-384, June 1972.

Institutionalized (Persons), Role Perception, Foster Homes, Identification (Psychological), Parent Child Relationship, Sexuality, Case Studies.

Caution is necessary in contemplating placement of adolescent girls with sex role identity problems: postplacement visiting between daughter and mother is important.

213. Stoner, William G. and Riese, Harlan C. A Study of Change in Perception of Self and Ideal Self. Counselor Education and Supervision, 11 (2): 115-118, December 1971.

Changing Attitudes, Role Perception, Self Esteem, Counselor Training, Perception, Counselors.

A Q sort was used to examine the self percepts and ideal self percepts held by counselors in training at the beginning and end of a quarter in which they received formal instruction. The results indicate no significant difference or change in perceptions of self and ideal self.

214. Strickland, Bonnie R. and Nowicki, Stephen, Jr. Behavioral Correlates of the Nowicki-Strickland Locus of Control Scale for Children. Paper presented at the 79th Annual Convention of the American Psychological Association, Washington, D.C., September 3-7, 1971. 1971. 7p. ED 058 930 (MF-$0.65; HC-$3.29).

The relationships between locus of control and other personality variables were studied, using the Nowicki-Strickland Scale. The broad hypotheses were that internal locus of control would be related to a number of other competence-type behaviors and adaptive social functioning. Results of various studies are presented, and it is concluded that the Nowicki-Strickland Locus of Control Scale appears to offer an objective, relatively precise, quick method for assessing a generalized belief in locus of control and that the locus of control dimension is a significant correlate of a number of competence related behaviors in children.

215. Strong, Stanley R. and Gray, Bonnie L. Social Comparison, Self-Evaluation, and Influence in Counseling. Journal of Counseling Psychology, 19 (3): 178-183, May 1972.

Counseling, Self Evaluation, Testing Results, Peer Groups, College Students, Performance Factors, Social Status.

The results demonstrated the influence of test scores on self-rating and suggested several variables controlling the effects of social comparisons.

216. Survant, Ann. Building Positive Self-Concepts. Instructor, 81 (6): 94-95, February 1972.

Early Childhood, Individual Characteristics, Behavior, Self Image, Individual Differences, Behavior Patterns, Teacher Role.

Compares the behavior of a kindergarten child with a positive self-concept with the characteristics of the child who has a poor self image. Suggests methods for the development of healthy self-concepts.

217. Sylvester, Robert; Matthews, Esther. Four Big Questions Children Need to Ask and Ask and Ask. Instructor, 81 (6): 45-52, February 1972.

Career Choice, Career Opportunities, Occupations, Teaching Techniques, Career Planning, Perception, Self Actualization, Occupational Aspiration.

Discusses why children must explore the world of work, and how a thoughtfully conceived career exploration program can be incorporated into major aspects of the elementary school curriculum.

218. Tamashiro, Roy T. Using Photography to Amplify Self-Esteem in the Primary Grades. Education Digest, 37 (3): 38-40, November 1971.

Self Esteem, Primary Grades, Behavioral Objectives.

219. Taylor, James R. and Others. Mediated Interaction Through Television: With Self and Other. April 1971. 16p. ED 049 649 (MF-$0.65; HC-$3.29).

While the traditional role of television has been to transmit messages to mass

audiences, more recent uses of television which allow face-to-face interaction may lead to new kinds of behavior by the parties involved. In an interactive situation, an individual's two types of tasks are presentational (presenting his own "line" or image) and responsive (providing feedback on the other individual's presentation). Based on a face-to-face interaction model of Irving Goffman, two experiments used television to manipulate the interaction. In the first, subjects watched themselves perform actions on television. The experimental group saw themselves after a delay of several seconds, the control group performed and watched simultaneously. The experimental subjects were surprised and discomforted, while the control group thought they looked as they had expected they would. This result supported the hypothesis that being presented with a "truer" self-image (one seen by others) was likely to be unpleasant. A second experiment examined whether believing a televisionally mediated situation to be responsive affects the way people feel about it and whether rules of face-to-face interaction carry over to the television medium. This experiment yielded thought-provoking but not significant results.

220. Teahan, John E. and Podany, Edward C. Some Effects of Films of Successful Negroes on Racial Self-Concept. 1971. 18p. ED 056 140 (MF-$0.65; HC-$3.29).

Twelve films of successful Negroes were shown on a weekly basis to fifty-six black high school males. Sixty-two black males from the same school served as controls. Pretesting was done one month following the last film. Tests involved the measurement of reactions to anonymous whites and foreigners. Experimentals became more negative in their evaluation of white photos following the films and they tended to be more rejecting of attitudes reflecting white superiority sentiments. This was especially true of lower socioeconomic students who were felt to be more in need of inspirational models. The results were felt to suggest that an increase in pride about race results in an accompanying more negative or critical attitude toward whites.

221. Thornburg, Hershel D. Minority Youth Families: A Comparative Analysis of Attitude Between Self and Family. Tucson, University of Arizona, 1971. 9p. ED 056 316 (MF-$0.65; HC-$3.29).

The self-concept of minority youth serves as the organizing focus for this paper. The various social and cultural forces which converge on this population are highlighted, as are the resulting deficiencies: (1) poor self-image; (2) frustration about high school; and (3) limited ability to communicate. A special program at the Casa Grande, Arizona Union High School has been designed to meet the specific needs of 43 of these youth, all of whom are 9th graders and are considered potential dropouts. The Tennessee Self Concept Scale was self-administered by

the entire freshman class. Those students in the special academic program were found to be considerably more self critical and to devalue themselves as family members more than their peers. The results are discussed in terms of their usefulness both for better understanding these youths and for programming more effectively for them in the future.

222. Thornburg, Hershel D. An Investigation of Attitudes Among Potential Dropouts from Minority Groups During their Freshman Year in High School. Final Report. Tucson, University of Arizona. September 1971. 40p. ED 056 792 (MF-$0.65; HC-$3.29).

Because of high dropout rates and high minority concentrations within the Casa Grande, Arizona, Union High School District, a new program assigned to hold students in school and to shift their attitudes toward school and self was incepted during the 1968-69 academic year. The program focused on giving special consideration to core courses, English and math, in a team-teaching situation. The 43 ninth-graders selected to participate in the program represented their ethnic groups as follows: (a) Anglo, 30.6%; (b) Mexican American, 39.4% (c) American Indian, 18.1%; and (d) Black, 11.9%. In respect to the first objective, 6.9% of these students dropped out of school compared to 18% of the vocationally placed students and 8.1% of the regular classroom students; absenteeism rate for the special academic group was 4.5%, compared with 9.5% among the vocational students and 78.2 for regular classroom students. When given an alternate-form "attitudes toward school" scale as a post-test, the special students' mean was 77.4, compared to 74.3 for vocational students and 75.1 for regular classroom students. Covariance analysis indicates that the produced change in attitudes toward school was significant beyond the .01 level. The obtained F, with degrees of freedom 2 and 281, was 5.0. This indicates that differential change in attitudes did occur.

223. Tocco, T. Salvatore and Bridges, Charles M., Jr. Mother-Child Self-Concept Transmission in Florida Model Follow Through Participants. February 1971. 34p. Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., February 1971. ED 047 079 (MF-$0.65; HC-$3.29).

The purpose of this study was to: (1) examine the relationship of mothers' self-concept measures to children's self concept-measures; (2) analyze change in self-concept measures of children as a function of initial (beginning of school year) self-concept measures of mothers; and, (3) analyze change in self-concept measures of mothers. Self-concept measures were collected on 323 deprived mothers and their children. Canonical and factor analyses indicated that self-concept measures of mothers are related to self-concept measures of their children; and that beginning of school year self-concept measures of mothers are re-

lated to change scores of their children over the school year. The latter relationship appears to have practical as well as statistical significance. Prior research suggests that even in relatively standardized achievement data the correlation between status and growth appears to be about 0.10. Hence, the figure of 0.307 between status and growth appears substantial.

224. Toukey, John C. Machiavellians and Social Mobility. Psychological Reports, 29 (2): 650, October 1971.

Aggression, Self Concept, Males, Behavior Patterns, Social Mobility, College Students, Sex Differences, Response Mode, Inhibition.

225. Towler, John O. A Study of the Development of Egocentrism and the Coordination of Spatial Perceptions in Elementary School Children. Final Report. Lafayette, Ind., Purdue Research Foundation. December 1969. 39p. ED 050 829 (MF-$0.65; HC-$3.29).

This study developed from the hypotheses: (1) there is a sequential pattern in the development of children's abilities to coordinate perspectives, and (2) use of an urban environment in the Test of Coordination of Perspectives will result in an earlier development of the age-stage relationships tested by Piaget and Inhelder (Switzerland, 1963). Statistically tested hypotheses were that: (1) there are significant correlations between the ability to coordinate perspectives and chronological age, intelligence, socio-economic status, and knowledge of left-right relationships; and (2) there is a significant difference in the mean scores of high and low socio-economic groups on the Test of Coordination of Perspectives when the effect of intelligence is removed, and also a difference between subjects living in urban as opposed to rural environments on the same test. The study involved the administration of an intelligence test, a test of right-left relationships and the Test of Coordination of Perspectives to 140 children from kindergarten to grade six, 5.0 to 12.7 years of age, enrolled in two schools reflecting high and low socio-economic classes, rural and urban environments. Results proved hypothesis 1 acceptable; 2 was not. The finding that there are differences in the developmental stages of children of the same age but with different IQs indicates that Piaget's age-stage relationships may be more closely allied to intelligence than to maturation and experience.

226. Trowbridge, Norma. Relationship Between Self Concept, School Performance, and Divergent Thinking. Final Report. Des Moines, Iowa, Drake University, November 15, 1971. 26p. ED 059 516 (MF-$0.65; HC-$3.29).

This investigation attempts to explore the relationship between self concept and socio-economic status (SES) of children from 8 to 14 years of age. In a sample of 3789 children in central U. S., children of low SES scored higher than children of middle SES at all ages, in both sexes, among blacks as well as whites, and in rural areas as well as urban. The self concept yardstick used, Coopersmith's "Self Esteem Inventory", provides 4 subscale scores: general self, social self-peers, school-academic, and home-parents. Low SES youngsters scored higher on all subscales except home-parents.

227. Trowbridge, Norma. Socioeconomic Status and Self-Concept of Children. Journal of Teacher Education, 23 (1): 63-65, Spring 1972.

Self Concept, Self Evaluation, Socioeconomic Status, Children.

228. Trowbridge, Norma and Others. Self Concept and Socio-Economic Status. Child Study Journal, 2 (3): 123-143, 1972.

Self Esteem, Tests, Lower Class Students, Elementary School Students, Middle Class, Parent Child Relationship, Socioeconomic Status.

Study showed that lower-class children have higher self-concept scores than middle-class children; data on specific CSEI items are presented in tables.

229. Tseng, M. S. Self-Perception and Employability: A Vocational Rehabilitation Problem. Journal of Counseling Psychology, 19 (4): 314-317, July 1972.

Employment Opportunities, Vocational Rehabilitation, Self Evaluation.

The findings of this study support the hypothesis that within the vocational rehabilitation setting, personal veracity is greater than ecological veracity as far as the individual's assessment of his own personal quality and work proficiency are concerned.

230. Tuchman, Bruce W. and Edwards, Keith J. A Study of the Role of the Community College in the Development of Self- and Occupational-Concepts. Final Report. New Brunswick, N. J., Rutgers, The State University of Graduate School of Education, July 1970. 50p. ED 043 316 (MF-$0.65; HC-$3.29).

This study probes the relative effects of 2-year and 4-year college environments on their students. Using a population of 305 male students who had resided and graduated from public schools in the same county, 195 were randomly selected for the study. These students--68 from a university and 46 liberal arts, 25 technical, and 56 business students from a nearby 2-year junior college--were given a variant (Bingham's Occupational Repertory Test) of the Modified Repertory Test, both at college entrance and 21 months later. Changes in self-esteem, level of incorporation of occupational concepts, and level of incorporation of social role concepts were noted. Statistical analysis of data suggests that: (1) preselection factors were operating in the students' initial program choice; (2) 2-year college students experienced a noticeable increase in self-esteem and identification with higher status occupations, making post-test differences in self-esteem between 4-year and 2-year college students insignificant; (3) the identification between 2-year college students enrolled in occupationally centered programs and their occupational identification of students completing their first two years of university experience. Based on these findings, the effects of the 2-year college environment are seen as particularly significant in developing occupational and self-concepts.

231. Tudor, Thomas G. and Holmes, David S. Use of Analogies and Opposites in Helping Interviewees Verbalize Their Self-Concepts. Journal of Consulting and Clinical Psychology, 38 (3): 445-448, June 1972.

Self Concept, Therapy, Self Evaluation, Helping Relationship, Verbal Communication.

232. Valenzuela, Alvaro Miguel. The Relationships Between Self-Concept, Intelligence, Socio-Economic Status and School Achievement Among Spanish-American Children in Omaha. (Thesis submitted to University of Nebraska, Omaha, Nebraska) August 1971. 64p. ED 056 785 (MF-$0.65; HC-$3.29).

The purpose of this 1971 study was to see if there was sufficient evidence at South High School of the Omaha Public School District to support any of the following hypotheses: (1) controlling for intelligence quotient (IQ) and socioeconomic status (SES), Spanish American Children have a significantly lower grade point average (GPA) than Anglo children; (2) self-concept is related in a positive and significant way with IQ and SES; and (3) self-concept is positively and significantly correlated with GPA. Self-concept was measured by the Tennessee Self-Concept Scales; SES was assessed via the Index of Status Characteristics; GPA was taken from the last 2

consecutive semesters for each student; and IQ was taken from school records. Spanish American and Anglo 10th, 11th, and 12th graders (n=40) were matched for high or low SES as well as for high or low IQ, and 5 children from each ethnic group were drawn from each of the 4 resulting classifications: high SES, high IQ; high SES, low IQ; low SES, high IQ; and low SES, low IQ. To determine the difference between the Spanish American and Anglo groups (hypotheses 1 and 2 above), the t-test was used; the index of correlation between variables (hypotheses 3 and 4 above) was established by the Pearson product-moment. None of the 4 hypotheses was adequately sustained to conclude that any of them held.

233. Watman, Thomas J. Measurement Sources. Clearing House, 46 (7): 447-448, March 1972.

Measurement Techniques, Teacher Evaluation, Student Evaluation, Self Evaluation, Tests, Rating Scales, Aptitude Tests, Attitude Tests.

234. Weidman, John C. and Others. The Influence of Educational Attainment on Self-Evaluation of Competence. Sociology of Education, 45 (3): 303-312, Summer 1972.

Self Evaluation, Academic Achievement, Educational Experience, Self Actualization, Self Concept, [Competence].

235. Weigel, Richard G. Perceived Self-Disclosure, Mental Health, and Who is Liked in Group Treatment. Journal of Counseling Psychology, 19 (1): 47-52, January 1972.

T Groups, Group Relations, Group Status, Self Evaluation, Sociometric Techniques, Psychotherapy, Group Dynamics, Interpersonal Competence, Mental Health.

Conclusions are: (a) group members' and therapists' role image of clients are in agreement and (b) group members perceive therapists' self-disclosures as a negative indicator of mental health.

236. Weinheimer, Sidney. Egocentrism and Social Influence in Children. Child Development, 43 (2): 567-578, June 1972.

Behavioral Science Research, Social Influences, Conformity, Group Dyanmics, Elementary School Students, Age Differences, Sex Differences, Data Analysis.

Egocentric children were shown to have inadequate social schema to understand the adult meaning of conformity and independence.

237. Weisgerber, Robert A. and Danoff, Malcolm N. Evaluating the Potential of Films for Improving Self Image in Minority Group Children. Interim Technical Report: Phase I. Palo Alto, Calif., American Institutes for Research, December 31, 1969. 128p. ED 044 026 (MF-$0.65; HC-$6.50).

Phase I of a three-phase project to produce a film that would effect self-concept in minority children was concerned with the effect of an existing film, "Frederick Douglass," starring a black hero. Questionnaires were sent the 205 purchasers of the film; response indicated that there is considerable doubt that the target audience (black youth) is being reached in any substantial way. Of 138 teachers who were sent questionnaires, only 37 responded; of these, only 10 used the film for affective purposes. Consultants viewing the film felt that blacks would definitely shift in the direction of greater self-esteem as a result of seeing the film. Experimental findings of audience effects done in the seventh and eighth grades of four schools suggest that the present film did not have an effect on the self-concepts of the students participating in the study; but that most students, regardless of sex and race, tended to identify with the young black hero. It is recommended that the new film should be dramatic, should have a black hero and a black heroine, and should emphasize personal values. A definite effort should be made to insure that the film does reach its intended audience. Appendices include a selected ERIC bibliography concerning Negro self-image.

238. Wellman, Barry. I Am a Student. Sociology of Education, 44 (4): 422-437, Fall 1971.

Behavioral Science Research, Urban Youth, Student Role, Racial Differences, Secondary School Students.

The extent to which urban adolescents identify themselves as students is examined utilizing content analysis of "Who Am I?" responses. Variations according to race, social status level, and school racial composition are studied. The majority of students, both black and white, do identify themselves as students.

239. White, Kinnard and Allen, Richard. Art Counseling in an Education Setting: Self Concept Change Among Pre-Adolescent Boys. Winston-Salem, North Carolina Advancement School; Chapel Hill, North Carolina University, 1969. 17p. ED 046 011 (MF-$0.65; HC-$3.29).

This study was designed to test the hypotheses that (1) pre-adolescent boys show greater growth in positive self-concept when subjected to an art counseling program than when they receive a traditional non-directive counseling program having the same goal; and (2) this difference will continue to exist on into adolescence. Thirty boys who had just completed the sixth grade were subjects for the study. One group of fifteen boys received art counseling; the other group of fifteen boys received only traditional non-directive counseling. The art counseling group was unaware of the goals of art counseling and viewed each session as an art class they had elected. The treatment took place over a daily eight weeks summer session. A follow-up of both groups was conducted fourteen months later. A multivariate analysis of covariance with ten criteria--ten subscales on the "Tennessee Self-Concept Scale"--and ten covariates--pre-test scores on the subscales--was performed on the data. The results supported both hypotheses.

240. White, William F. and Bashaw, W. L. High Self-Esteem and Identification with Adult Models Among Economically Deprived Children. Perceptual and Motor Skills, 33 (2): pt. 2, 1127-1130, December 1971.

Disadvantaged Youth, Self Esteem, Identification (Psychological), Economically Disadvantaged, Response Mode, Kindergarten Children, Grade 1, Self Concept, Maturation, Academic Achievement.

241. Winborn, Bob B. and Rowe, Wayne. Self-Actualization and the Communication of Facilitative Conditions-A Replication. Journal of Counseling Psychology, 19 (1): 26-29, January 1972.

Counseling Effectiveness, Counselor Characteristics, Individual Characteristics.

Foulds' findings that certain personality characteristics associated with self-actualization as measured by the Personality Orientation Inventory were significantly related to the ability of counselors to communicate empathic understanding and facilitative genuineness could not be replicated.

242. Woods, Richard G. and Harkins, Arthur M. An examination of the 1968-1969 Urban Indian Hearings Held by the National Council on Indian Opportunity. Part III: Indian Self-Definitions. Minneapolis, University of Minnesota, June 1971. 24p. ED 052 872 (MF-$0.65; HC-$3.29).

"An interesting and perhaps significant aspect of Indian testimony during the urban hearings of the National Council on Indian Opportunity was the way in which

Indian witnesses characterized Indian people. While the hearings did not specifically probe this area, occasional comments made during the course of testimony indicated that some Indian witnesses had clear perceptions of what it means to be Indian." This report organizes the urban Indian concerns and characteristics evidenced during the hearings which had to do with Indian self-definitions. Much in the way of direct quotations from Indian witnesses is included.

243. Wooster, A. D.; Harris G. Concepts of Self and Others in Highly Mobile Service Boys. Educational Research, 14 (3): 195-9, June 1972.

Student Mobility, Family Mobility.

The author presents evidence that the high mobility of army children deprives them of opportunities to develop their self-concept to the level of their more geographically stable peers and hinders the development of their ability to categorize the behavior of others.

244. Wurtz, Robert E. Racism Within the Context of Phenomenology: The Place of Perception. Counseling and Values, 16 (4): 291-293, Summer 1972.

Perception, Racism, Visual Perception.

Our need for constancy makes us classify people as well as objects. If a group of people accept our view of them and behave with consistency, then we are comfortable dealing with them. In regard to racism, we tend to classify people in ways which act to lower their self concepts.

245. Yawkey, Thomas D.; Aronin, Eugene L. World of Work and Early Childhood. Reading Teacher, 25 (3): 253-256, December 1971.

Early Childhood Education, Reading Instruction, Occupational Information, Self Concept, Language Experience Approach, Primary Grades, Reading Research, Field Trips, Multisensory Learning, Reading Skills.

246. Zeckhauser, Sally and Ruopp, Richard R. A Study in Child Care (Case Study from Volume II-A): "A House Full of Children." Day Care Programs Reprint Series. Washington, D.C., National Center for Educational Communication (DHEW/OE), Office of Economic Opportunity, November 1970. 49p. ED 051 891 (MF-$0.65; HC-$3.29).

The Ute Indian Tribe Day Care Center at Fort Duchesne, Utah, is an expanded Head Start Program serving Ute and Anglo children. The community control of the center is significant: two-thirds of the staff are Ute; parents work as paid staff and volunteers in teaching situations; monthly parent meetings are held; 40% of the parents are involved in a career development program; and the center distributes its own monthly newsletter. Ethnic identity and bilingual communication are stressed in the day care program. Children are taught about their native legends, foods, crafts and dances. Center personnel feel that the emphasis on Ute culture gives Ute children increased tribal pride and Anglo children a better understanding of their Indian neighbors. Children in the center are free to choose their own activities and self-reliance is encouraged. The center provides a full-time nutritional and health program. A floor plan of the center, a community history, an explanation of center and staff organization, a chart of the use of the coordinator's time, and parent comments are included in this document. An appendix provides a sample daily schedule, weekly menu, physical exam form and child information form.

247. Zirkel, Perry Alan and Greene, John Francis. The Measurement of Self-Concept of Disadvantaged Students. Paper presented at the Annual Meeting of the National Council on Measurement in Education, New York, New York, February 1971. 13p. ED 053 160 (MF-$0.65; HC-$3.29).

In a preliminary study, researchers found that self-concept was related to ethnic group membership but not mixture (majority-minority dynamics). The purposes of this study were (1) to further explore the relationship between self-concept and ethnic group membership and mixture by employing a teacher-rating instrument on the teachers of a sample of students concurrently administered a self-rating instrument, and (2) to determine the relationship between the two instruments for the total sample and selected stratifications. Contrary to the self-perceptions of the students themselves in the previous study, Puerto Rican children were not measured to have a significantly lower self-concept than Negro and white children. The results of this study reveal that the instruments are interacting significantly with ethnic group. Thus, when feasible, both measures should be employed in an effort to maximize the understanding of self-concept and its relationship to other variables. A moderate, positive relationship exists between the two measures.